REPORT RESUMES

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HEALTH AND NUTRITION LESSON PLANS AND STUDENT WORKSHEETS,
ADULT BASIC EDUCATION.
STATE UNIV. OF N.Y., ALBANY
NEW YORK STATE EDUCATION DEPT., ALBANY

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THIS MANUAL PROVIDES ADULT BASIC EDUCATION TEACHERS WITH LESSON PLANS IN HEALTH AND NUTRITION. EACH LESSON CONTAINS BACKGROUND MATERIAL OFFERING SPECIFIC INFORMATION ON THE SUBJECT OF EACH LESSON, AIMS, LESSON DEVELOPMENT, AND TWO STUDENT WORKSHEETS. DISCUSSION QUESTIONS ARE SUGGESTED TO ENCOURAGE THE GREATEST POSSIBLE STUDENT INVOLVEMENT. THE TEN LESSON PLANS ARE--SHOTS AND IMMUNIZATION-TETANUS, MEASLES, TUBERCULOSIS, CANCER, VENEREAL DISEASE, KEEPING YOUR FOOD SAFE, WHY DO WE NEED FOOD, IT'S UP TO YOU (MALNUTRITION), FOOD IN THE MORNING, AND BEWARE (FOOD FADS). ADDITIONAL ELEMENTS ARE FLIPCHARTS AND FILMSTRIPS, EACH WITH ITS ACCOMPANYING TEACHER'S MANUAL. PRODUCTION OF INEXPENSIVE PHONOGRAPH DISKS RELATED TO THE LESSONS IS PLANNED. SIMILAR PACKETS ARE NOW AVAILABLE TO HELP TEACHERS OF ADULT BASIC EDUCATION IN THE AREAS OF PRACTICAL GOVERNMENT, CONSUMER EDUCATION, AND PARENT EDUCATION AND FAMILY LIFE. (AJ)

ED019594

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LESSON PLANS

adult basic education

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT/ALBANY

AC002387

LESSON PLANS AND WORKSHEETS

a

Series of Lesson Plans and Worksheets

on

HEALTH AND NUTRITION

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT
ALBANY, NEW YORK 12224
1967

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PREFACE

We release these suggested lesson plans in adult basic education to the schools with a particular sense of pride. They represent an important element in the Department's new and original materials in adult basic education, designed to teach the social living skills. Teachers will find a rich resource in the four packets which contain these lesson plans along with related filmstrips and flipcharts, each with a separate teacher's manual; student worksheets for the illiterate and the beginning reader; and plastic recordings which enable the students to "take the lessons home" and play them for the family.

As the committees listed in this publication indicate, extensive advice was sought by the Department in the choice of subject matter and the planning of the content and approaches for teaching these materials. In addition, nationally-known experts worked on their preparation and the validation of technical accuracy.

The Department is striving to provide appropriate materials of quality for the education of students in adult basic education programs. Your use of these materials should help to interest students in continued learning and should provide them with valuable practical information for daily living.

Walter Crewson

WALTER CREWSON
Associate Commissioner for
Elementary, Secondary and
Continuing Education

FOREWORD

This manual has been designed to provide teachers with suggested lesson plans in the area of health and nutrition. Each lesson contains background material for the teacher, offering specific information on the subject of each lesson, aims, lesson development, and two student worksheets. Discussion questions are suggested throughout the lesson to encourage the greatest possible student involvement. This publication is the main component of a packet of materials in health and nutrition and constitutes the central core of materials to use in teaching social living skills to students in adult basic education. Additional elements in the packet are flipcharts and filmstrips, each with its accompanying teacher's manual. This Bureau also plans to produce inexpensive phonograph disks related to the lesson plans which the student may take home to play and share with the family. Similar packets are now available to help teachers of adult basic education in the areas of practical government, consumer education, and parent education and family life.

The Bureau of Continuing Education Curriculum Development expresses appreciation to Ann Hallock, former Cooperative Extension Agent, New York State College of Home Economics at Cornell and Home Economist, New York State Department of Social Service, and Rita Pacheco, Supervising Public Health Educator, New York State Department of Health, for preparing the manuscript for the lesson plans. Gladys E. Alesi, Director, Related Education, Better Essential Skills Training Program; Marjorie Washbon, Professor of Food and Nutrition, New York State College of Home Economics at Cornell; Joseph B. Robinson, M.D., Assistant to the Commissioner for Special Health Problems, New York State Department of Health; and James J. Quinlivan, M.D., Director of Public Health Education, New York State Department of Health, reviewed the plans and made many valuable suggestions. Diane Goodman, Senior Information Specialist, New York State Department of Health; Mary A. MacLean, Adult Education Teacher, South Orange, New Jersey; and Evelyn V. Washington, Instructor, Patchogue Public Schools, assisted during the planning stage. Thanks are also due Sister Teresa Edward, Teacher of Home Economics, Action for a Better Community, Inc., Rochester; and Elizabeth F. Keating, School Nurse Teacher, Bayshore Public Schools, for their work during the early stages of the project. Mary C. McDonald, Assistant Director, Bureau of Community Education, Fundamental Adult Education Program, New York City Public Schools, worked with this Bureau and consultants on the planning of all materials for the adult basic packets.

Further acknowledgment is given to Alfred T. Houghton, Chief, Bureau of Basic Continuing Education, and the following members of his staff who reviewed the materials and made valuable suggestions which were incorporated into the manuscript: Joseph A. Mangano, Lois A. Matheson, and Harvey Johnson. Gratitude is also expressed to Nida E. Thomas, Chief, Bureau of Educational Integration, who serves as consultant to this Bureau on all adult basic materials being developed. Dr. Rowland J. Pulling, former Director of the Division of Continuing Education, made many important contributions to the

the early plans for this series of publications. Dr. Robert Passy, Chief, Bureau of Pupil Testing and Advisory Services, worked on the early stages of development of the project as a former associate in Continuing Curriculum Development. Margaret M. Smith, Supervisor of Art, Albany Public Schools; and John Bischof, Teacher, Albany High School, executed the art work for the student worksheets.

Appreciation is also expressed to Dr. John S. Sinacore, Consultant for Health Education to the State Education Department, for his careful and helpful review of the final manuscript. William Jonas, Associate, Bureau of Continuing Education Curriculum Development, edited and prepared this manuscript for publication.

Herbert Bothamley, Chief
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Appreciation is expressed to the individual members of the following committees for their significant contributions to the planning and development of this curriculum project. The dates shown indicate the days the meetings were held.

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INTRODUCTION

The packets for adult basic education described in the *Foreword*, have been designed in accordance with the recommendations of the advisory committees. The 10 lesson plans in this manual are as follows:

- Shots and Immunization: Tetanus
- Measles
- Tuberculosis
- Cancer
- Venereal Disease
- Keeping Your Food Safe
- Why Do We Need Food?
- It's Up to You
- Food in the Morning
- Beware

Emphasis in the lesson plans has been placed upon immediate problems in the areas of health and nutrition with a view to stimulating positive action. Therefore the success of each lesson is best judged by the action which results.

These lesson plans have been prepared with the hope of assisting teachers and thereby attracting the interest and concern of adult students with problems of health and nutrition.

Alfred T. Houghton, Chief
Bureau of Basic Continuing Education

Monroe C. Neff, Director
Division of Continuing Education

TO THE TEACHER

It is our hope that these new materials will prove to be of practical value in your important task of providing improved instructional programs for students in adult basic education classes. We are genuinely interested in receiving your reactions to the materials appearing in this publication which represents a breakthrough in the production of this type of curriculum document for use in teaching adults.

As you use these materials, you can make a significant contribution to the advancement of the project if you record your reactions and suggestions on the evaluation sheet found at the end of the booklet. We are interested in learning which portions of the packets you have been able to teach successfully, as well as those which you find difficult to carry out to a satisfactory conclusion. We should also appreciate receiving your ideas for additional activities which might be incorporated and for evaluation techniques which you used with success.

Your comments, suggestions, and evaluation will be reviewed and studied with the utmost care and then utilized in the revision and preparation of an expanded edition of these materials. All evaluation sheets and other suggestions should be sent to Herbert Bothamley, Chief, Bureau of Continuing Education Curriculum Development at the Department.

WARREN W. KNOX
Assistant Commissioner for
Instructional Services
(General Education)

SHOTS AND IMMUNIZATION

Background Material for the Teacher

Most of us are aware that there are living things too small to be seen without a microscope. In spite of their size, they are important to us. Some are used in the manufacture of products like cheese, sour cream, and yogurt. Others are responsible for destroying waste materials. Still others help restore the fertility of the soil.

While most of these organisms are harmless and others beneficial, some are very dangerous. These are the ones most generally referred to as germs. They can destroy parts of our bodies or poison us with substances called toxins. We find them in water, soil, air, food, living organisms, -- almost everywhere. Some can withstand freezing and extreme heat.

To harm us,germs must get into our bodies. The mouth, the nose, a cut or break in the skin, or an insect bite are the usual points of entry. The first line of defense is cleanliness. By cleaning everything (e.g. plates, containers, knives) that may touch the food we eat, by exterminating household pests, by sterilizing or destroying things used by people sick with a contagious disease, and by cleansing and sterilizing any cut or break in the skin, we lessen the danger to ourselves by reducing the number of germs with which we may come into contact. Proper diet and rest habits will also help by maintaining or building resistance to disease, but we cannot escape exposure to germs.

How, then, can we protect ourselves? To answer this question, we must first understand how our bodies defend themselves when disease germs get into the bloodstream. Present in our blood are substances called antibodies. When germs get into the blood, these antibodies will fight to destroy them. At the same time the body will produce more antibodies. Different kinds of antibodies will destroy different kinds of germs. How sick you become depends upon the number of the right kinds of antibodies you have and the strength and number of the invading germs.

Sometimes one attack by an infectious disease will stimulate the body to make so many antibodies that any new invasion by that kind of germ will be stopped without the appearance of any of the symptoms of the disease. These subsequent invasions may even be beneficial. They may stimulate the body to produce still more antibodies, further strengthening our resistance. This is what we mean when we say that someone has become immune to a disease.

The trouble with this natural process is that the first attack may seriously impair your health or even kill you. It is better, therefore, for the first attack to be made by extremely weak germs which will offer no threat but still stimulate the body to produce the antibodies necessary to give immunity. Sometimes, even dead germs will do. Any substance containing weakened or dead germs which is designed to immunize the body is called a vaccine.

A vaccine is usually injected into the body, although the Sabin polio vaccine may be taken by mouth. There is no danger in this process because the body's ordinary defenses will be more than adequate to destroy the germs involved. But this type of protection may not be permanent. So it is sometimes necessary to have additional doses of vaccine. These additional doses are called boosters.

This lesson uses tetanus (or lockjaw) as an example. This disease is produced by a germ which is found in dirt, manure, soil, and street dust. You can get this disease when you step on a contaminated nail or get dirt into a deep cut in the skin with a knife, scissors, stick, or any other object which causes a deep puncture. It is a very serious disease. The muscles of the jaw become stiff, and the stiffness slowly spreads to the rest of the body, often causing death.

Luckily, the disease is easily preventable. The "baby shot," or DPT injection, given to a young child protects him against diphtheria and whooping cough, as well as tetanus. A three-shot series, followed by occasional boosters* provides adequate protection for older children and adults. As a precaution, a booster should be taken as part of the treatment for any deep cut or puncture.

Suggested Lesson Plan

Aims

- To develop an awareness of the importance of immunization
- To motivate the students to have themselves and their families vaccinated
- To acquaint the students with the nature, symptoms, and prevention of tetanus

Motivation

The teacher is the person best qualified to establish motivation for this lesson based on his knowledge of the students in his class. The following are only a few examples of what might be done.

- Come to class with a band-aid on your hand. Say that you picked up a splinter or that you hurt yourself with a dirty nail. Discuss the precautions you took.

---

* Some sources even recommend a booster every 3 years for people who are likely to be exposed to the disease.

- Show the class a sharp, dirty object. Ask if any of them have ever been hurt by something like that. What did they do to protect themselves?

- Tell or have someone in the class tell of a personal experience with tetanus.

Notes to the Teacher:

Before class starts or during a break when the atmosphere is informal, would be a good time to motivate the lesson.

You may decide to use any or all of the following materials. For example, you might build your lesson around any one of them. Or you might use the filmstrip to present the material, and the flipchart for review or reinforcement. Or you might use the story to present your material and the filmstrip for review. Or you might use all three in some combination. How much you do should depend on the composition and needs of your class.

Whichever method you use, introduce the material by giving the students a preliminary idea of what they are about to hear and see and what they should look for. These should be key concepts relating directly to the aims of the lesson.

- Use the flipchart entitled Keep Well with Vaccine. (Consult the flipchart manual for further directions.)

- Use the filmatrip entitled Shots for Your Health. (Consult the filmstrip manual for further directions.)

- Use the following story.

Little Jimmy was frightened. He knew he wasn't supposed to splash around in dirty puddles with his shoes and socks off, but a 2-year-old forgets about what he's not supposed to do. Now he cut his foot on a dirty, old nail. It hurt. He ran home to his mother. He knew she would take care of him.

Jimmy's mother looked at the wound carefully. It was deep and sore, but it didn't bleed much. It didn't look too bad. She decided to put some iodine and a bandage on it. Soon Jimmy was back at play. Two days later his head began to ache. His jaw and throat muscles hurt and it was hard for him to swallow.

His mother thought that there was something wrong when Jimmy didn't eat his supper. He had been cranky all day. Now he had a fever and complained that he couldn't eat because his throat and jaws hurt. She decided to take him to the doctor.

The doctor examined Jimmy carefully.

"Jimmy has a disease we call tetanus," he said. "Many people call it lockjaw because this disease makes it hard for people to chew or swallow.

People of all ages get this disease through a deep cut or break in the skin. We will have to take Jimmy to the hospital."

Jimmy's mother was confused. She told the doctor that she had always been careful to clean and bandage every cut or break in the skin. The doctor explained that when the break is deep enough there is no way to prevent the tetanus germ from getting into the body where it cannot be reached by iodine or anything else.

"The only way we can protect ourselves against tetanus is to be vaccinated against it," he explained.

Jimmy was a lucky boy. With the help of the doctor, he got well. Only one out of every two who get this disease lives. Even so, Jimmy's parents had the worry and expense, and Jimmy had the aches and pains of a long illness.

At the hospital the doctor told Jimmy's mother that all this could have been avoided if Jimmy had been vaccinated against this disease.

"One shot, called a 'baby shot,' provides protection for young children against diphtheria and whooping cough as well as tetanus," the doctor said.

He told her that she, too, needed protection against tetanus, as does everyone else. When she told the doctor how many years had passed since she had had her last shot, the doctor told her she needed a booster.

Jimmy's father had himself vaccinated too, after Jimmy's mother pointed out that he was even more likely to pick up this germ while working than the rest of the family.

"We can't take any unnecessary chances with your health," she told him.

Everyone in Jimmy's family is protected now. Are you?

Development

The following questions may be used to draw attention to important details and to stimulate class discussion. The frequency of questions designed to encourage discussion increases as the lesson develops.

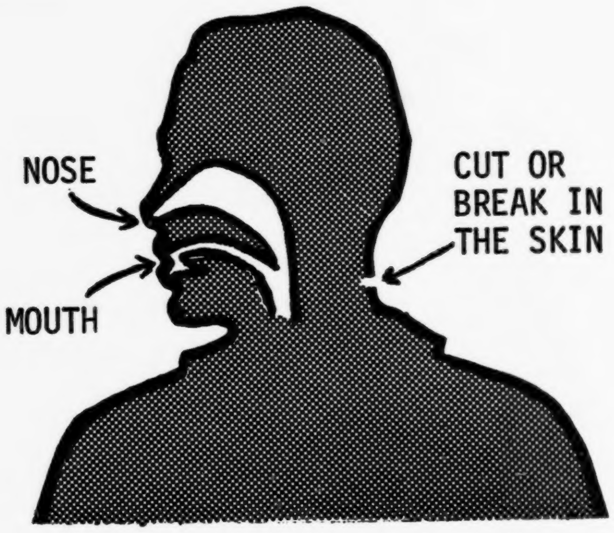
These questions may also be used with the filmstrip entitled Shots for Your Health by changing the word or words underlined for those shown parenthetically.

The teacher should freely adapt this material to the needs of his students and to suit his own personality. It is NOT intended as a script. The following section of the lesson plan should be executed as a discussion, not a question and answer exercise led by the teacher.

Question	Possible Response
1. How did Jimmy [Mr. Martin] get sick?	A germ (called tetanus) got into his body.

The teacher will probably have to present the material in questions 2-6 to the class. He might first try to elicit this information from class members, drawing upon their knowledge whenever possible.

Question	Possible Response
2. What are germs?	Germs are tiny living things, too small to be seen without a microscope, which often cause disease.
3. Where do they live?	All around us
4. How do they get into our bodies?	*Draw the diagram below on the chalkboard:*



Question	Possible Response
5. How do they harm us?	By making us sick; by poisoning us; by destroying parts of our bodies
6. How does your body defend itself against disease?	By making things (antibodies) which will kill the germs

The class should be able to answer the following questions on the basis of the story or the filmstrip.

Question	Possible Response
7. How can we strengthen our defenses against disease?	Eating good food; keeping ourselves and everything around us clean; putting guards in our blood through vaccination *(Note: Avoid unnecessary detail. Use background material only if the class shows strong interest.)*
8. Which of these is most important?	*Allow the class to discuss this. Emphasize the importance of vaccination.*

Question	Possible Response
9. What was Jimmy's [Mr. Martin's] disease called?	Tetanus; lockjaw
10. How did the germs enter his body?	The germ got into his body through his skin when he stepped on a dirty nail.
11. How did Jimmy's mother [Mr. Martin] try to protect him [himself] from the germs? How do you protect yourselves?	*Allow the class to discuss this.*
12. Why didn't this work?	The germ was too deep for the iodine to reach it.
13. How did she [Mr. Martin] know that Jimmy [he] was sick?	He didn't eat; he was cranky; he had a fever; he said that his head, throat, and jaws hurt.
14. What did Jimmy's mother [Mrs. Martin] do when she saw that he was sick? What would you have done in her place? Why? What else might she have done?	*Allow the class to discuss these questions. Elicit information about local health services.*
15. How could Jimmy's [Mr. Martin's] illness have been prevented?	Jimmy would not have been sick if he had been given a "baby shot"; if he had been vaccinated against tetanus.
16. Do adults [children] need this protection too? If so, why? If not, why not?	*Allow the class to discuss this question. Develop an understanding of the importance for adults to be protected against tetanus.*
17. Is everyone in your family protected against this disease? Against polio? Against diphtheria? Against smallpox? If not, why not?	*Allow the class to discuss this. An informal survey might be made. Stress the importance of booster shots to maintain protection.*
18. Where can we be vaccinated? When?	Doctor; Health Department; other clinics *(Supply specific names, addresses, and directions for the students.)*
19. How do people get tetanus?	By breaking the skin with a dirty object
20. What are the signs (symptoms) of tetanus?	Headache; fever; aching jaw; stiff neck

Question	Possible Response
21. How can we avoid getting tetanus?	By being vaccinated
22. How does vaccination keep us from catching the disease?	By getting our bodies to put guards against the disease into our blood
23. Name some other diseases against which we may protect our families through vaccination.	Smallpox; polio; diphtheria; whooping cough; measles

Summary

Complete Worksheets A and B. Special instructions accompany Worksheet A, which is recommended for all students. Worksheet B is recommended for those reading on levels 3 and 4. The instructor must help the students complete the forms. After the students have completed their worksheets, the answers should be discussed.

Followup Activities

- Arrange with the biology teacher (or other competent person) to demonstrate the growth of germs in petri dishes. The class may contrast jars contaminated by a hand which has just been washed with one that has not been washed for a while. A petri dish which was not exposed should be kept for purposes of comparison.
- If possible, show slides showing bacteria under a microscope. A biology teacher or other person competent to set up and focus microscopes should be placed in charge of this activity.
- If possible, arrange to have those who need a vaccination or booster get one through your local health department. It is often possible to arrange for a mass vaccination program at the school with the cooperation of the local health department.
- Have the class complete the following chart which also appears in the filmstrip manual for Shots for Your Health. Copies of this form are included in the kit in addition to the worksheets.

How safe are you? Check by filling in this chart for yourself and your family.

Instructions: If you remember having been vaccinated for any of these diseases, place a check in the box on the left-hand side of the column under the name of that disease. If you remember the year, place it in the box on the right-hand side of the column. Then do the same thing for the rest of the members of your family. The more boxes you check and the more recent the dates, the more protected you are.

The teacher may help you fill in this chart.

FAMILY HEALTH SAFETY CHECK

Name of Doctor ______________________ Telephone Number ____________

Address ____

Family Member	Smallpox		Polio		*Baby Shots		Diph-theria		Whooping Cough		Tetanus		Measles	
		Year		Year		Year		Year		Year		Year		Year
Father														
Mother														
Oldest Child														
Second Child														
Third Child														
Fourth Child														

Get your shots at ______________________________________

Open from ____________ to ____________

Directions: ____

____

*Baby Shots (also called DPT Shots) protect very young children from diphtheria, tetanus, and whooping cough.

Instructions for Worksheet A: *Shots and Immunization*

(Worksheet A is pictured on the next page. A packet of these will be available for distribution to all class members.)
This worksheet is designed as a review exercise and a discussion tool. It is intended particularly for students who read on the 0-2 level, but can be used by all. The following are suggestions for utilizing the worksheet with the group.

- Read the caption *To Stay Healthy* with or to your class.
- Ask:
    1. What does the picture in the upper left-hand corner represent? What does this have to do with staying healthy? *The concept to be developed is that we must keep ourselves clean in order to protect ourselves from germs.*
    2. What does the picture in the upper right-hand corner show? Notice that these garbage cans are tightly covered. Why is this important to our health? *The concept to be developed is that we must deprive flies, rats, and other pests of access to garbage in order to protect ourselves from the germs they carry.*
    3. What does the picture in the lower left-hand corner show? Why are these things important? *The concept to be developed is that we must keep our homes clean in order to protect ourselves against germs.*
    4. What does the picture in the lower right-hand corner show? Notice that four kinds of foods (meat, vegetables, bread, and milk) are shown. What do they have to do with keeping our health? *The concept to be developed is that we must eat good foods to keep our ability to resist germs.*
    5. What does the picture in the middle show? Why is this important in keeping our health? Ask your students to name the diseases against which this protection is available. *The concept to be developed is that we can protect our health by taking those shots which are available.*

The students should be encouraged to take this worksheet home. Those having young children should be encouraged to let these children color them in. It should be suggested that if the children have "show and tell" activities in school, they could use these worksheets. Otherwise, they might use them as part of a bulletin board display.

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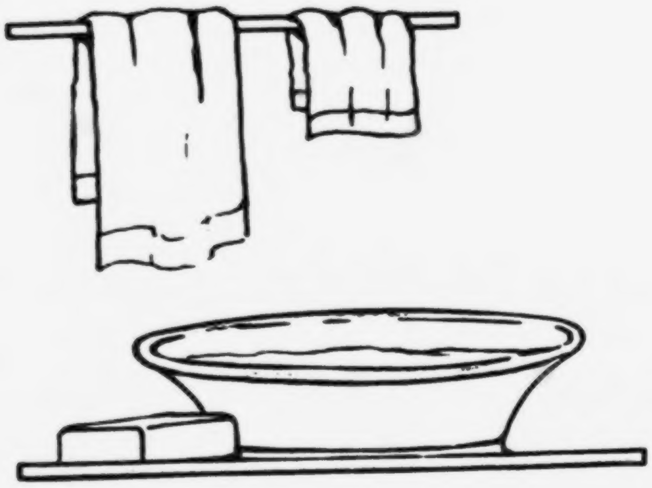
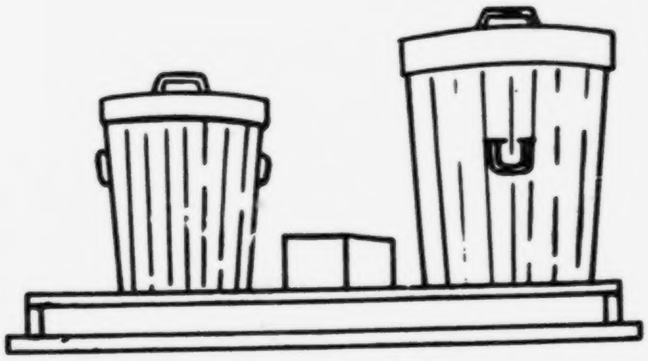
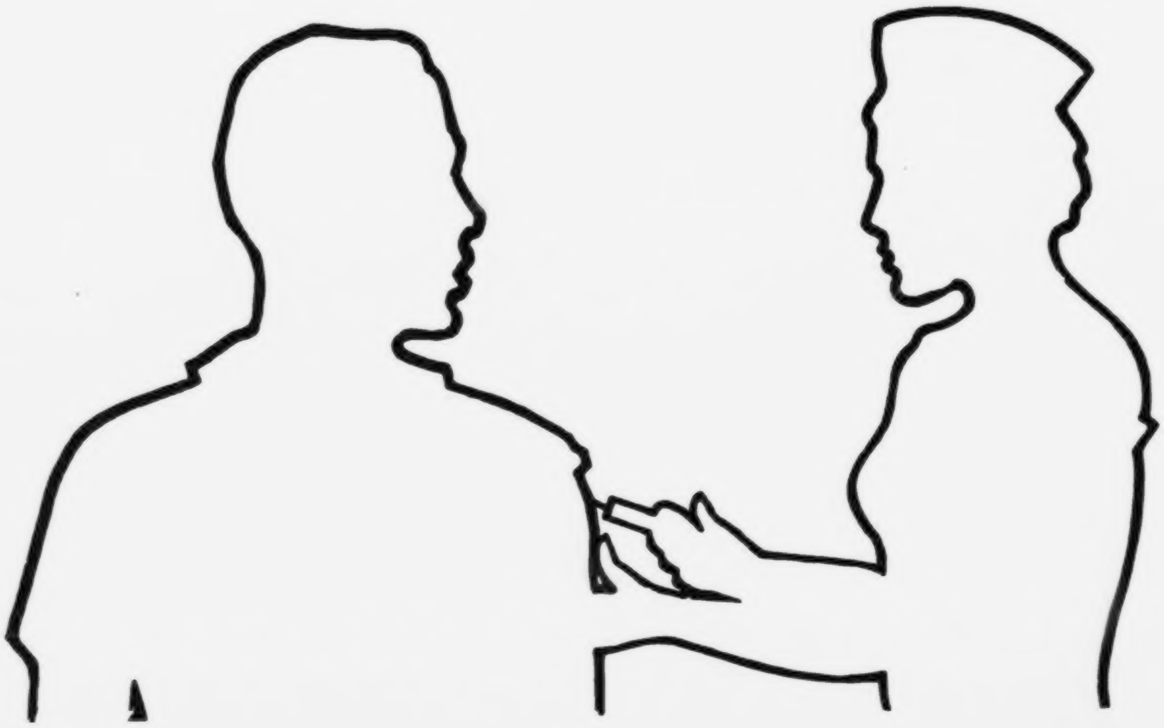
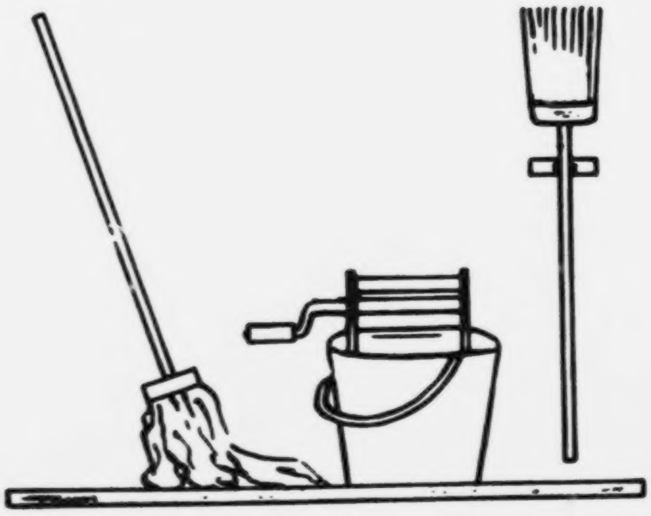
Student Worksheet A: *Shots and Immunization*

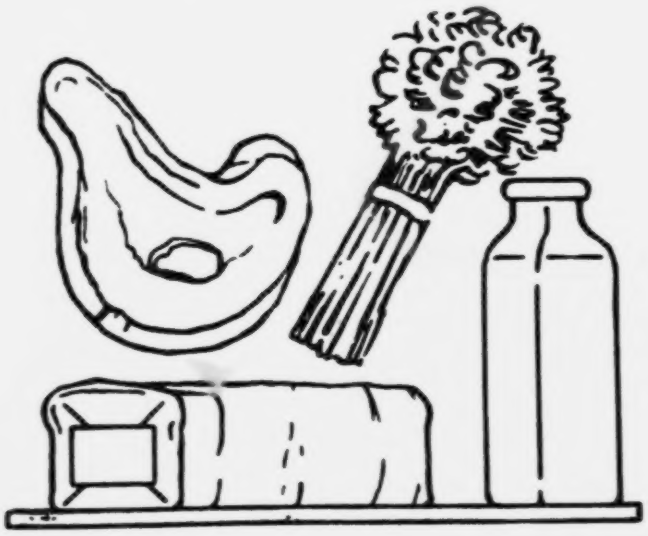


to stay healthy...









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Student Worksheet B: *Shots and Immunization*

Instructions: Look at the following sentences. Put a check in the correct box or boxes. Remember, there may be more than one right answer to some questions.

1. IT IS BEST TO BE VACCINATED

   ☐ when you get sick

   ☐ before you get sick

   ☐ after you get sick

2. VACCINATION

   ☐ always lasts forever

   ☐ may not last forever

   ☐ does no good

3. TETANUS (LOCKJAW) CAUSES

   ☐ pain in jaws and throat

   ☐ fever

   ☐ headache

4. GERMS GET INTO YOUR BODY

   ☐ through the mouth

   ☐ through the nose

   ☐ through a cut or break in the skin

5. PROTECTION FROM TETANUS IS NEEDED BY

   ☐ men

   ☐ women

   ☐ children

MEASLES

Background Material for the Teacher

Measles is one of those common "childhood" diseases which are taken far too lightly by the general public. It can be a dangerous disease at any age but it is most serious for babies and young children. It can cause brain damage, ear infections, and pneumonia. The disease is spread by direct contact with an infected person or through contact with articles used by someone who has the disease. It is often confused with German measles, a disease which is particularly dangerous for pregnant women because it often produces serious birth defects. Immunity to either of these diseases does not provide immunity for the other.

There are an estimated four million cases of common measles a year in the United States. While nine out of ten persons get measles before the age of fifteen, most cases occur in children under six when it is particularly dangerous.

The disease begins with a fever. This is followed by the symptoms of a head cold (runny nose, sneezing, swollen glands, and inflamed, watery eyes that are sensitive to light). Finally, there is a blotchy red rash which usually first appears behind the ears, on the forehead, or on the face. All of these symptoms may be caused by other diseases and allergies. Therefore, medical advice or help should always be sought when they appear.

Fortunately, measles can be prevented by vaccination. Each child should be vaccinated at approximately the age of one and certainly before the age of three. The length of the period of immunity varies according to the type of vaccine used. The doctor's recommendations should be followed. While some protection can be had by avoiding contact with infected people and by continuously disinfecting all articles which have come in contact with anyone who is ill, only vaccination can take the worry out of being close.

Curiously, many mothers fail to protect their children because they can't bear the thought of causing them pain. Others are responsible for spreading the disease because they think that they would be rejecting their child by separating him from the family or separating his eating utensils and clothing from the rest. After all, a good mother is not supposed to make distinctions between her children, avoid contact with a sick child, or make a child unhappy by keeping him from his family and friends. Yet, if she gives in to these understandable feelings, she can be responsible for doing much harm. The teacher must stress the importance of taking proper precautions and emphasize that the mother shows her love and concern best by protecting the members of her family from the spread of the disease.

Suggested Lesson Plan

Aims

- To develop an awareness of the importance of the measles vaccine
- To acquaint the students with the serious nature and symptoms of measles and the methods of preventing this disease

Motivation

The teacher is best qualified to establish motivation for this lesson based on his understanding of the students in his class. The following suggestions are only intended as examples of how this can be done.

- Mention a personal experience with measle or ask a student in the class to do so.
- Refer to the lesson on tetanus. Ask how many in the class are immune to measles. How do they know? Is measles a serious disease? Why?
- Remark that you are having a child in your family vaccinated against measles.
- Remind the class of the things they learned about immunization (*Shots and Immunization*). Some of the picturizations in the flipchart could be used for this purpose.

Development

Read or tell the following story:

Little Johnny Jones woke up crying. His mother, Mary, a light sleeper, was never sure just how long Johnny had lain quietly miserable in his bed before she heard him. Five-year-old boys try so hard to keep from showing fear or pain. When she heard him, she hurried to his side.

He coughed as she turned on the light. His forehead was very hot. When she looked at his face, she noticed that it was covered with a rash. She remembered now that he hadn't seemed right for the past few days. He had not wanted to play. His eyes had been red and watery; his nose had been runny. He had been sneezing. She had thought then that he might be coming down with a cold. Somehow, in a family with three young children, someone is always coming down with a cold. With two younger children, she really hadn't paid much attention. Now, she was very worried. She decided to take Johnny to the hospital.

In the hospital, the doctor examined Johnny and found that he was very sick with measles. Mary was surprised. Can a child be so sick with measles? The doctor explained that measles can be especially dangerous to children of Johnny's age. It can cause brain damage, ear infections, and even pneumonia.

The doctor asked Mary if her other children had been vaccinated against measles. Mary said that the children had always felt well in the past, so she hadn't thought there was any need to take them to get shots. Now she wondered what to do.

The doctor explained to Mary that even though children look well and feel well, they should be protected against measles and other diseases. He told her that shots help keep children from catching many different diseases including polio, smallpox, diphtheria, and whooping cough.

"Although children cannot be protected against every disease, they should be protected against those diseases for which there are vaccines," he said.

Mary realized that if she had taken Johnny to get his shot against measles, he would not be sick now. She decided to protect her other children by having them vaccinated.

When the doctor warned her that they might get measles, even after getting their shots, Mary was surprised. Why should the other children get measles after getting their shots? When the doctor saw the look on her face, he decided to explain this to her. He pointed out that measles is a very catching disease. Children play together, go to school together, are put to bed together, and eat together. Diseases that are catching are quickly spread from friend to friend, or from brother to sister. The doctor explained that because the children had been with Johnny before they were protected, they could already have measles germs. If so, the shot could not keep them from getting sick. However, it would probably make the illness less serious.

"It is always better for them to be vaccinated before being with a person who has the disease," he said. "They should be vaccinated quickly. Tell the mothers of Johnny's friends so that they can have their children protected with measles shots also."

Johnny had to stay in bed for a week, taking the medicine the doctor had given him. His mother kept the window shades down so that the room would be fairly dark. She would not let him watch television. When he complained, she told him that the doctor had warned her that bright light would hurt his eyes. The important thing was for him to rest so that he would not catch another serious disease while he had measles. The doctor had explained that some of these diseases, like pneumonia, can cause death and that no unnecessary chance should be taken.

Following the doctor's advice, Johnny's mother boiled his underwear, sleeping clothes, and bed linens and made Johnny use paper handkerchieves. These she made him put into a paper bag after use. Later, she burned them. If he had to use cloth handkerchieves, the doctor had told her, these should be kept in a paper bag after use and boiled to kill the germs on them. His glass, cup, spoon, and dishes were kept separate from those of the rest of the family. When Johnny was well again, they were boiled before being used by anyone else. She was very careful to keep other children from Johnny's bedroom and from getting near him until he was better. As the doctor had told her, this took about five days after the rash appeared.

Luckily, none of the complications the doctor had mentioned developed and Johnny is well now. Her other children had very mild cases of the disease. Many children are not so fortunate.

Note: It is suggested that the following questions may be used to draw attention to the important details and to stimulate class discussion. The frequency of questions designed to encourage discussion increases as the lesson develops.

The teacher should freely adapt this material to the needs of his students and to suit his own personality. It is NOT intended as a script. The lesson should be conducted as a discussion, not a question and answer exercise.

Question	Possible Response
1. How did Johnny's mother know Johnny was sick?	Johnny's eyes were red and watery; his nose was runny; he was sneezing; he lost his appetite and his interest in playing; he developed a fever and rash. *(Note: teacher may add other symptoms listed in background material.)* *Caution class that only a doctor can give an accurate diagnosis. See background material.*
2. What was Johnny's disease called?	Measles
3. How is this disease spread?	Contact with a sick person or something which has been touched or used by a sick person
4. How could Mary have protected Johnny and her other children from this disease?	By having them vaccinated against measles; keeping them from contact with a sick person *(impractical)*
5. What can Mary do to protect her other children?	Have them vaccinated; keep them away from Johnny and the things he uses
Can they still get the disease?	Yes
If so, how much did it help?	Disease is likely to be less serious
6. Should Mary tell the mothers of Johnny's friends? If so, why?	Yes. So that they can have their children vaccinated; so that Johnny will not be bothered by friends who might want to visit him.
7. What did Mary do when she saw that Johnny was very sick?	Took him to the doctor

	Question	Possible Response
	What would you have done in her place? Why? What else might she have done?	*Allow the class to discuss this.*
8.	What did he give her for Johnny?	Medicine
9.	What did the doctor tell Mary to do for Johnny?	Give him medicine; keep him in bed for about a week; keep the room fairly dark; do not let him watch TV or strain his eyes.
10.	What did he warn Mary against?	Letting him catch another disease while he had measles; letting him have company
11.	Why do you suppose the doctor told her to boil Johnny's clothes?	To kill the germs before they can attack anyone else
12.	Why did he tell her to keep the things he used in eating separate?	To keep the other members of the family from getting the disease
13.	Why should she go to so much trouble?	*Allow the class to discuss this.*
14.	What reasons, besides the fact that other children could catch the disease from Johnny, might the doctor have for wanting Mary to keep other children away?	To keep Johnny from getting diseases that the children might have; to give him a chance to rest
15.	Why should some children be vaccinated against measles after they already have the disease?	It may keep the attack from being too serious.
16.	What are some of the signs that someone has measles?	Red, watery eyes; runny nose; sneezing; coughing; little interest in food or play; fever; red, blotchy rash (usually beginning behind the ears, on the forehead, or on the face); eyes bothered by light.
17.	What should be done for a person with measles?	Take him to see a doctor; give him medicine; let him rest; keep his room fairly dark; keep his friends away.

Question	Possible Response
18. How can the disease be kept from spreading?	Separate the sick person from the rest; boil his clothing; keep the things he uses to eat with separate and boil them after he gets well before they are put back with the rest; make sure that all the children are vaccinated.
19. Why should children be vaccinated against measles?	*Allow the class to discuss this.*

Summary

Complete the worksheets provided on the following pages. Worksheet A is designed for those reading at the 0-2 level. Detailed instructions for Worksheet A are shown below. The other worksheet is designed for those reading on the 2-4 level, requiring less assistance. Have the students compare and discuss their answers after the worksheets have been completed.

Suggested Activities

- Invite a public health nurse or someone from the local board of health or other medical person to come in to discuss measles and the possible complications which can occur.
- With the cooperation of the local board of health and the local medical association, organize a vaccination drive. Students may prepare signs and leaflets for the campaign.

Instructions for Worksheet A: *Measles*

Those students who can read this worksheet may need a minimum of assistance from the teacher. The teacher should move among the students to make sure that none are having any difficulty.

With students who cannot read well enough to follow the above procedure, read the directions carefully aloud. Then read each item with or to the class. Have them indicate their answers orally. If there is any disagreement, ask them why they chose the answer they gave. Read the item again. Have the students indicate the right answer on the paper.

Teacher's Notes

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Student Worksheet A: *Measles*

Instructions: Look at the following examples. Put a check in the correct boxes. There may be more than one correct answer in each item.

1. MEASLES

☐ is not dangerous

☐ is dangerous to adults

☐ is dangerous to small children

2. YOUR CHILD NEEDS TO BE VACCINATED

☐ before he is sick

☐ while he is sick

☐ when his friends are sick

3. SIGNS OF MEASLES

☐ rash

☐ sneezing

☐ red, watery eyes

4. YOUR CHILD HAS MEASLES. HE MUST

☐ see his friends

☐ see TV

☐ rest

5. WHO NEEDS MEASLES VACCINE?

☐ a 1 year old child

☐ his 5 year old brother

☐ his 25 year old mother

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Student Worksheet B: *Measles*

Place a check in the box to the left of those things which are common signs that someone has measles.

- ☐ red, watery eyes
- ☐ sneezing
- ☐ green skin
- ☐ runny nose
- ☐ red rash
- ☐ fever

Place a check in the box to the left of those things which should be done for children who have measles.

- ☐ Get medical help.
- ☐ Keep their eating things separate.
- ☐ Follow the doctor's advice.
- ☐ Keep the room dark.

Place a check in the box to the left of the possible dangers of the disease.

- ☐ Brain damage
- ☐ Ear infection
- ☐ Pneumonia
- ☐ Spreads quickly (very catching)

Place a check in the box to the left of those of the following suggestions which make sense in keeping the disease from spreading.

- ☐ Vaccinating the children who are not sick
- ☐ Boiling clothing and bedlinens of the sick child
- ☐ Using paper handkerchieves and burning them
- ☐ Overcoming the natural desire to let the child have company or hold him in your arms to comfort him when he is sick
- ☐ Scolding him for being sick
- ☐ Keeping his friends away

TUBERCULOSIS

Background Material for the Teacher

Tuberculosis (also known as TB) is one of the most persistent of the killer diseases. A few years ago, there was real hope that we had acquired the means to deal effectively with this disease. Today, the disease should no longer be a major threat. Tragically, ignorance of the nature of the disease and the medical techniques which have been developed for its treatment have frustrated these high hopes.

Tuberculosis is caused by a germ called the *tubercle bacillus*. We know that this disease is spread from person to person and that it cannot be inherited. A person sick with tuberculosis may cough or sneeze spreading the germs through the air. Healthy people who breathe the air containing the germs become infected. The germs may also settle on the floor or other surface, and be picked up by hand. It is also possible for these germs to find their way into food. Because this germ is surprisingly tough and can resist heat, cold, and drying to a remarkable degree, ordinary cooking procedures will not provide enough protection. Although the germ usually attacks the lungs, it sometimes attacks other parts of the body.

If a person is sufficiently healthy, his body will be able to fight the germs. The germs will then become dormant and no evidence or symptom of the disease will appear. Most people, particularly those living in urban areas, have been exposed to the disease and carry the dormant germs in their lungs. When the person's health deteriorates for any reason (e.g. attack by some other illness, failure to get sufficient rest, poor diet) the germs may become active, multiply, and begin to destroy the lungs. Even then, there may be no outward symptom of the disease. If he is not healthy enough to effectively resist the disease when the germs first enter his body, the damage begins immediately.

The earlier the disease is discovered, the earlier treatment begins, the better the chances for an early, complete recovery. The problem is that the person may not feel sick until the disease has reached an advanced stage. The early symptoms--fatigue, loss of appetite, coughing, and fever--are easy to ignore, misinterpret, or rationalize. The most dramatic symptom, the spitting of blood, does not usually appear until much damage has been done. However, a chest X-ray will reveal the presence of the disease to a doctor almost from the beginning. For this reason, frequent lung X-rays are recommended.

Treatment of tuberculosis consists of medicines, rest, and proper diet. It no longer includes a lengthy stay at a sanitarium. The most important thing for the patient is to take the medicines as instructed, to see the doctor regularly, and to follow his advice. It is important to know that the symptoms will disappear long before the disease is cured. It is vital that the treatment continue until it is terminated by the doctor. Otherwise, a relapse will probably occur. Fortunately, the patient can usually stay at home and continue almost all of his normal activities, providing that treatment begins during the early stages of the disease.

Although it must be understood that the disease is only communicable in its active stage during which the patient is hospitalized, it is advisable for him to be particularly careful to cover his nose and mouth with a large tissue when he coughs or sneezes,even after he has been sent home. No one with tuberculosis should prepare or handle any food other than for himself. All members of his family should have their chests X-rayed to make sure that they do not also have the disease. They should maintain a proper diet and get adequate rest. The clothing, towels, and linens used by the TB patient should be kept separate and washed separately from those of the rest of the family, as should his dishes and eating utensils. As much as possible, he should avoid close contact with the rest of the family.

It should be emphasized that it is less expensive to prevent tuberculosis than to cure it. Someone who has tuberculosis will not be able to do hard work, resulting in a loss of pay or other hardships for the family. Because tuberculosis is a contagious disease, there is also a strong possibility that other members of the family will also catch the disease.

The most important causes of tuberculosis today are ignorance and poor diet. Because of this, it has become increasingly a disease of the poor and undereducated. This lesson is therefore of particular importance to your students.

Suggested Lesson Plan

Aims

- To broaden the knowledge of the students about TB, its causes, symptoms, prevention, and treatment
- To motivate the students to protect themselves and their families against TB by having chest X-rays taken regularly

Motivation

The teacher is the person best qualified to develop the motivation for this lesson based on his understanding of the students in his class. The following are only a few examples of the kind of thing that can be done.

- Relate a personal experience with TB or ask someone in the class to do so.

- Refer to the tetanus lesson. TB is another disease caused by a germ. Ask the class how many people carry the TB germ. Get estimates. Tell them that most people do.
- Remark that it is time for you to have your yearly chest X-ray. Encourage discussion. How many have had an X-ray during the last twelve months?

Introduce the lesson by explaining what the class may expect to see and what they should watch for. These should be key concepts directly related to the aims of the lesson.

Development

Study the background material carefully. There are many myths about TB, and there have been recent changes in treating the disease. You must be able to explain the truth about TB to the class. Draw upon the information members of the class may have. The *Possible Response* column shows the material which should be stressed. Teachers should freely adapt this material to the needs of their students and to suit their own personality. It is NOT intended as a script. The lesson should be conducted as a discussion, not as a question and answer session.

Question	Possible Response
1. What is tuberculosis (TB)?	A disease
2. What causes tuberculosis?	A germ *(DO NOT use the technical name of the germ unless it comes up naturally.)*
3. How is the disease spread?	A sick person may spread the disease by coughing or sneezing germs into the air. Others breathing this air can catch the disease. The germ can also get into food or drink.
4. How does this germ enter the body?	Usually through the nose or mouth
5. Where does the germ settle?	Usually in the lungs, but it can attack other parts of the body also
6. How can you help your body fight the germ?	By getting enough rest and eating balanced meals
7. How does this help?	If your body is strong, it will fight the germs and you will not get sick.
8. What are the signs that a person has this disease?	At first none, then a feeling of fatigue and a loss of appetite, much later a bad cough and finally fever and coughing up blood

Question	Possible Response
	(Stress that the early symptoms are mild and can be mistaken for many other things.)
9. How, then, do you know when this disease first attacks you?	You can't--unless you have a doctor look at an X-ray of your chest
10. How much does this cost?	*Discuss local costs and the possibility of getting free X-rays at local institutions. Health Department clinics give free X-rays.*
11. How often should this be done?	*Allow the class to give their impressions.* Once each year; more often if you have any reason to suspect that you have the disease
12. How is this disease treated?	*Allow the class to discuss this. Draw upon any direct knowledge students may have concerning treatment of the disease.* Rest and eating the right foods Taking the medicines regularly It is no longer necessary for TB patients to stay in a hospital until they are well. Almost everyone who has the disease can keep on doing most of the things he did before he became sick.
13. How long does it take to be cured?	A long time; depends on how far the disease has gone and how strong the person is
14. What should be done to keep the other members of the family from catching the disease?	All members of the family should be X-rayed to make sure they aren't already sick. The one who is sick should try to avoid getting too close to any of the others.

Question	Possible Response
	His fork, spoon, knife and dishes should be kept separate from those of the rest of the family, as should his bedclothes and linens. Plenty of hot, soapy water should be used in washing his things.
	He should cover his mouth and nose with a handkerchief or a large tissue when he coughs or sneezes.. *The tissues can be burned or flushed down the toilet afterwards.*
16. How do you know that you no longer need treatment?	The doctor will tell you. Often a person will feel well and want to stop seeing the doctor or taking the medicine long before he should. If he does, the disease will come back, and it will then take longer to get well.
17. How can you protect yourself and your family from tuberculosis?	Eat good foods; get enough rest; avoid unnecessary contact with people who may have the disease; have an X-ray at least once a year. There is no vaccine for TB.
18. What are the signs that someone may have TB?	Feeling tired; loss of appetite; sneezing; coughing; spitting up blood; fever
19. What is the only sure way to know that you don't have this disease?	Have a chest X-ray.
20. How many have had a recent chest X-ray?	*Those who have not had a recent chest X-ray should arrange to have one. This lesson cannot be considered a success unless it results in action*

Summary

Complete Worksheets A and B. Worksheet A is intended for all students. Worksheet B is intended for those reading on levels 3 and 4. The instructor must help the students complete the forms. After the worksheets have been completed, the answers should be discussed.

Followup Activities

- Designate an individual or a small group to find out the most convenient place or places where people can get free chest X-rays. They should be told to check with the local health department or Tuberculosis Association. They should also be asked to find out the hours and days when this service is available and the best way to get to these places. *(Note: It is also possible to get this information by writing to the Office of Public Health Education, New York State Health Department, Albany, New York 12206, or to the local health department.)*

- Arrange for a visit to a health department clinic where students who have not had a recent chest X-ray may have one. Encourage students to bring along other members of their families.
- If possible, arrange for a portable clinic to be brought to the school tp provide X-rays for the students and other members of the community. The teacher might set an example by having the first X-ray.

Instructions for Worksheet A: *Tuberculosis*

(Worksheet A is pictured on the next page. A packet of copies will be available for distribution to all class members.) This worksheet is designed as a review exercise and a discussion tool. It is intended particularly for students who read on the 0-2 level but can be used by all. The following are suggestions for utilizing the worksheet with the group.

- Read each item to or with your class.
- As each item is read, have your students place a mark in the box next to the right answer.
- After completing the worksheet, have the students compare and discuss their answers. In some instances more than one answer is acceptable.
- This worksheet is designed to develop the following concepts:

  Persistent fatigue, lack of appetite, and coughing may be early warning symptoms of TB.

  Because TB is highly contagious, members of a household having one member sick with TB should be particularly careful.

  Everyone should have a chest X-ray at least once a year.

  Only a doctor can tell whether a person has TB.

In questions 1-4, whatever other answers may be accepted or justified, the class should conclude that it is necessary for everyone to have a chest X-ray whenever the early symptoms of TB are present or when a member of the family develops the disease, and that chest X-rays should be taken frequently by everyone. The final question stresses that only a doctor can determine whether a person has TB.

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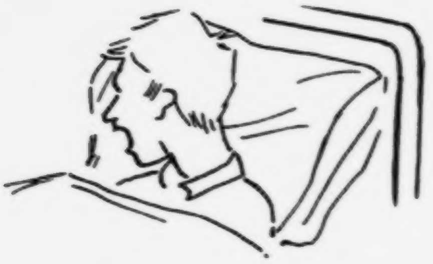
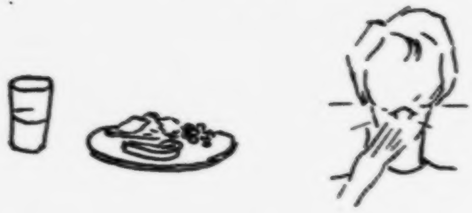
Student Worksheet A: *Tuberculosis*

1. GEORGE SLEEPS A LOT. HE IS STILL TIRED. HE NEEDS TO



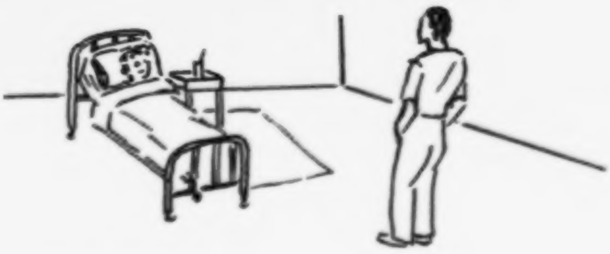
☐ SLEEP LESS
☐ EAT LESS
☐ HAVE A CHEST X-RAY

2. BETTY IS NOT HUNGRY. SHE COUGHS A LOT. SHE NEEDS TO



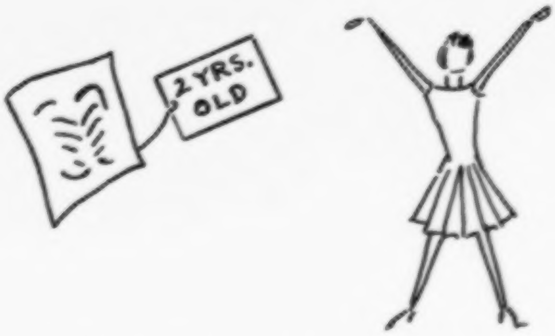
☐ SLEEP LESS
☐ EAT LESS
☐ HAVE A CHEST X-RAY

3. JOHN'S SISTER HAS TB. JOHN NEEDS TO



☐ STAY AT HOME
☐ EAT LESS
☐ HAVE A CHEST X-RAY

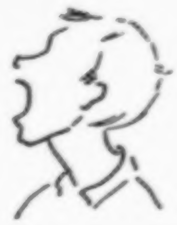
4. MARY HAD A CHEST X-RAY TAKEN TWO YEARS AGO. SHE IS FEELING WELL.



SHE NEEDS TO

☐ EAT LESS
☐ SLEEP LESS
☐ HAVE ANOTHER CHEST X-RAY

5. BOB FEELS TIRED. HE COUGHS. HE DOES NOT WANT TO EAT.



☐ HE HAS TB.
☐ HE DOES NOT HAVE TB.
☐ ONLY A DOCTOR CAN TELL IF HE HAS TB.

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Student Worksheet B: *Tuberculosis*

Instructions: Look at the following sentences. Put a check in the correct box or boxes. Remember, there may be more than one right answer to some questions.

1. TUBERCULOSIS (TB)

☐ can be inherited

☐ is caused by a germ

2. TUBERCULOSIS (TB)

☐ can be cured

☐ cannot be cured

☐ is not a serious sickness

3. TUBERCULOSIS (TB)

☐ is easy to spot

☐ is hard to spot

☐ only the sick person can really tell

4. EVERYONE SHOULD HAVE A CHEST X-RAY ONCE

☐ each year

☐ every 5 years

☐ every 10 years

5. TREATMENT FOR TB USUALLY INCLUDES:

☐ resting

☐ staying in a hospital

☐ eating less food

☐ taking medicine

☐ visiting the doctor

☐ eating good food

CANCER

Background Material for the Teacher

In New York State, cancer is second only to heart disease as a cause of death. Cancer may attack a child, a man, or a woman. It is a very dangerous disease. It can attack the blood, the lungs, the stomach, the intestines,or almost any other part of the body.

We do not know what causes cancer. Nobody knows why it occurs in some people and not in others. Cancer is not a catching disease. You cannot get cancer from another person like you get measles or tuberculosis or influenza. A pregnant woman cannot transmit cancer to her baby. If one member of a family dies from cancer, other members of the family won't necessarily get the disease.

The disease starts as a lump anywhere in the body or on the skin. Many times it starts as a very small growth inside the body where it cannot easily be seen. Unless it is discovered and removed, it grows bigger destroying the part of the body which has been attacked. Eventually it spreads to other parts of the body and becomes impossible to control. When this happens, there is little that can be done. Although both men and women are subject to the disease, there is a difference in the form it takes. Cancer of the mouth, the stomach, lungs, skin of the face and hands and the rectum are more common in men. Women are more likely to have cancer of the breast, the womb, or the ovaries.

All of these forms of cancer can be cured if they are treated early enough by a doctor. No ointment, lotion, tea, or quack medicine sold can cure cancer. Only a doctor can help. People who wait too long often miss their chance to be cured. That is why a visit to the doctor is so important as soon as any symptom of cancer appears. The local health department will provide information concerning examinations.

Doctors have a number of techniques with which to fight cancer. Surgery may succeed in removing the cancer. X-rays and radiation treatment may stop the growth of a cancer on or inside the body before it can do any harm. Many new drugs are also used to treat cancer. Doctors can cure most kinds of cancer if treatment begins early enough. It is very important that every person knows the danger signs of cancer so that he can see a doctor before it is too late.

The following are cancer's seven danger signals:

1. A lump or thickening in the breast or elsewhere

2. Unusual bleeding or discharge from any opening of the body
3. A sore that does not heal
4. Change in bowel or bladder habits from regular bowel movements to constipation or diarrhea (or any unusual change in toilet habits)
5. Hoarseness or cough
6. Indigestion
7. A change in the color or size of a mole or wart

If any of these signals last longer than two weeks, a doctor should be consulted to learn if cancer is responsible.

As we said, one of the most common places for cancer in men is the skin of the face and hands. Skin cancer is found more often among farmers, sailors, and others who work in the sun for long periods of time. Some people have moles on their skin which are constantly irritated. Any mole which gets darker, grows larger, becomes sore, or bleeds can turn into cancer. If any of these things happens an immediate visit to a doctor is indicated.

Cancer of the breast is the most common form of the disease in women. If a lump is discovered in any part of the breast a doctor should be seen at once. Doctors say that women should examine their breasts carefully once each month. A private doctor or a local health department nurse will explain to any woman how she may examine her breasts.

The United States Government has recognized that smoking is a danger to health. For this reason packages of cigarettes are now labeled "Caution: cigarette smoking may be hazardous to your health." This means that cigarette smoking is harmful to many people. One of the important reasons it is harmful is that it may produce lung cancer. Tumors have been found more frequently in the lungs of persons who smoke. Smokers should be urged to give it up, or at least cut down smoking. The less they smoke, the less chance they have of getting cancer. Children should be taught that smoking could be dangerous to their health.

Suggested Lesson Plan

Aims

- To develop an understanding of the importance of recognizing major symptoms of cancer
- To develop an understanding of the need to seek medical attention when a possible symptom of cancer appears

Motivation

The teacher is the person best qualified to establish motivation for this lesson based on his understanding of the students in his class. The following are intended only as a few examples of how this can be done.

- Distribute the pamphlet on the seven signs of cancer. Allow the class to think about the reason why they are getting this material.
- Point out a mole or wart on your hand or face. Ask what it is. Should it be removed?
- Ask if anyone in the class has or knows someone who has smoker's cough.

Development

Explain that cancer is the deadliest disease except for heart trouble and that this lesson will provide information which will help the students protect themselves. The teacher should freely adapt this material to suit his own personality and the specific needs of his students. It is NOT intended as a script. The following section of the lesson plan should be executed as a discussion, not a question and answer exercise.

Question	Possible Response
1. What causes cancer?	Allow the class to discuss this. *Stress that there may be more than one cause; cancer is not hereditary.*
2. Why is it important to find out early if we have cancer?	Have the class discuss this. *Stress that early treatment is vital.*
3. How can we tell if we have cancer?	Get as many responses as possible. *Stress that only a doctor can tell for sure.*
4. What are the signs which warn us that we may have cancer?	A lump or thickening in the breast or elsewhere Unusual bleeding or discharge from any opening of the body A sore that does not heal Change in bowel or bladder habits (or any unusual change in toilet habits) from regular bowel movements to constipation or diarrhea Hoarseness or cough Indigestion A change in the color or size of a mole or wart
5. Where can we go for help if we	*List places most appropriate in your*

Question	Possible Response
think we may have cancer?	*area with addresses and telephone numbers, if possible. See local telephone directory. Local cancer society and clinics should be included.*
6. What can we do to protect ourselves from cancer?	Have a yearly checkup if possible; watch for the seven signs; stop smoking if you can.

Summary

Complete the worksheets provided. Worksheet A is recommended for those reading on the 0-2 level. Worksheet B is recommended for those reading on levels 3-4. The instructor must stand ready to assist the students in completing the form. After the students have completed the worksheet, have them discuss their answers to the questions.

Followup Activities

- Invite a nurse to teach the women in the class how to do a self-examination. This session might be thrown open to women in the general community.
- Invite a representative of the local chapter of the American Cancer Society to talk about the services provided by the Society in their community. Have the class prepare questions in advance.
- Arrange a visit to the local chapter of the American Cancer Society to find out what is being done for local cancer victims.
- Arrange a showing of the film, *The Traitor Within*. This film is available through the American Cancer Society and the New York State Department of Health. It should be requested at least one month in advance.

Teacher's Notes

Instructions for Worksheet A: *Cancer*

- Read the caption, "Warning Signals," to or with your class. Ask them to explain what is meant by this. *(The concept to be developed is that the seven pictures around the door show the seven most common warning signs of cancer.)*
- Ask: "What are the seven most common warning signals of cancer?" *(Have the students explain these using the illustrations on the sheet Read the more difficult captions to or with your class.)*
- Ask: "What should we do if we find that we have one of these warning signals?" *(The concept to be developed is that we should see a medical doctor if we see one or more of these signals.)*
- Ask: "Do these signals mean that a person does have cancer? Why not?" *(The concept to be developed is that only a medical doctor can really tell whether or not a person has cancer.)*
- Ask: "If a friend of yours or a member of your family were behind the door pictured on the worksheet, sick with cancer, would it be safe for you to go in to see him? Why or why not?" *(The concept to be developed is that cancer is neither contagious nor likely to be inherited.)*

Students should be encouraged to take the worksheet home to keep as a reminder of the symptoms of cancer.

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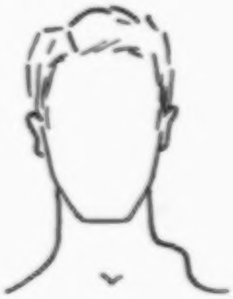
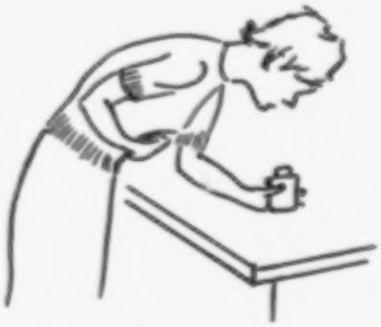
Student Worksheet A: *Cancer*

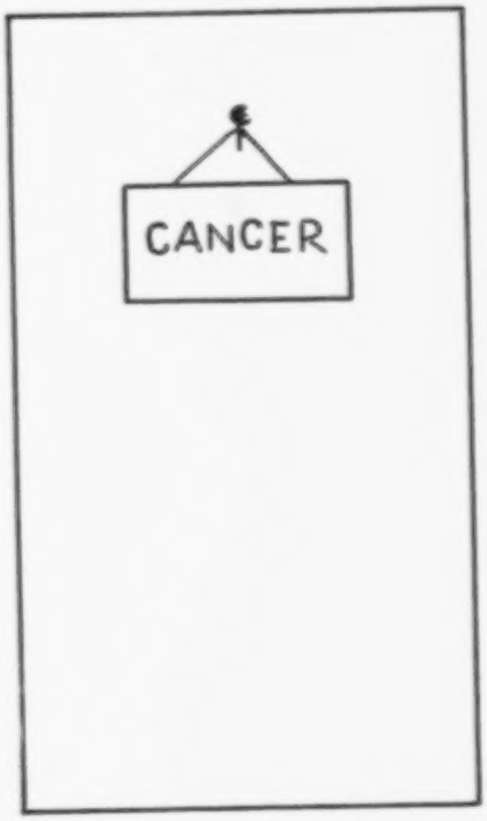
WARNING SIGNALS

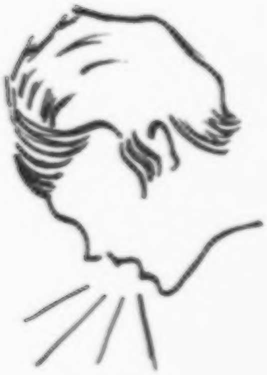


A LUMP UNDER THE SKIN

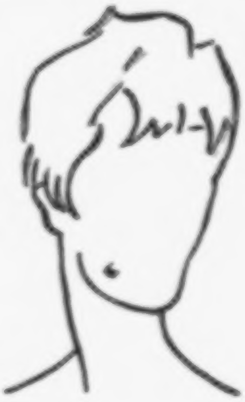


STOMACH TROUBLE THAT DOES NOT GO AWAY

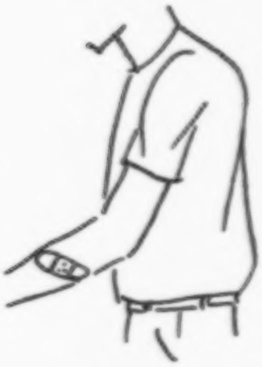




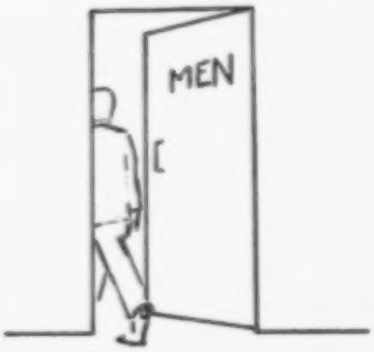
HOARSENESS OR COUGH THAT DOES NOT GO AWAY



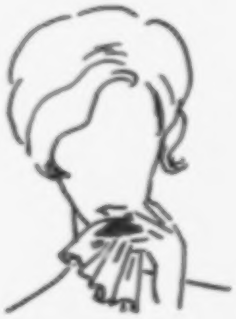
A WART OR MOLE THAT CHANGES COLOR OR GROWS



A SORE THAT DOES NOT HEAL



A CHANGE IN TOILET HABITS



BLEEDING FROM ANY OPENING IN YOUR BODY

THE UNIVERSITY OF THE STATE OF NEW YORK
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Student Worksheet B: *Cancer*

Instructions: Place a check in the box next to the word or phrase which correctly answers or completes the statement.

1. WHICH OF THESE ARE EARLY SIGNS OF CANCER?

Unusual bleeding ☐
Indigestion ☐
Change in toilet habits ☐
Hoarsness or cough ☐
Long fingernails ☐
Overeating ☐
A lump or thickening ☐
A change in the color or size of a mole or wart ☐
A sore that does not heal ☐

2. CANCER IS ALWAYS

☐ fatal
☐ dangerous
☐ easy to cure

3. CANCER

☐ is inherited
☐ is caused by a germ
☐ may be caused by many different things

4. SECRET "CURES" AND "TREATMENTS"

☐ are worthless
☐ work very well

5. IF YOU THINK YOU MAY HAVE CANCER

☐ see a medical doctor
☐ get in touch with the American Cancer Society
☐ wait to see if it will go away

VENEREAL DISEASE

Background Information for the Teacher

Many teachers find the subject of venereal diseases embarrassing to discuss in a classroom. In many minds venereal diseases are associated with prostitution, sexual intercourse, menstruation, contraception, pregnancy, and other subjects related to sex. Therefore it is a subject charged with emotion.

Unlike the teacher in the junior or senior high school, whose students are greatly concerned with their own physical and emotional changes of adolescence, the teacher of adults is dealing with people who are no longer concerned with these changes and are ready for the discussion of subjects of this nature without undue embarrassment.

Every parent and young adult should know the scientific facts about venereal diseases in order to protect his own health, that of his family, and that of the community. As with many other germ-caused diseases, treatment and cure for syphilis or gonorrhea, the two principal venereal diseases in this country, is easy. In fact, treatment is actually easier and less painful than for almost any other disease. Only ignorance, feelings of shame and guilt, and a misplaced desire to protect others have prevented their virtual elimination. From the public health and economic viewpoints, however, it is urgent that something be done.

According to a recent report, more than $50,000,000 a year is spent in our country just to care for the syphilitic insane, to say nothing of those blinded or crippled by that disease. Each year, many infants are born with syphilis. Some are blinded at birth by gonorrhea. Yet, each of these diseases can be cured by a single inexpensive injection which may take five minutes to administer in a doctor's office or clinic. In fact, free treatment is available at clinics and the Health Department. Why, then, do so many fail to get adequate treatment in time?

The answer lies partly with the natural course of these diseases. Both the gonococcus which causes gonorrhea and the spirochete which causes syphilis are forms of bacteria. They are very dependent upon remaining in the kind of environment (temperature, moisture, etc.) found in the human body. Once removed from that environment they die very quickly. This is why they are very rarely transmitted from one person to another except during the sex act or, in the case of the transmission of the disease from mother to infant, during pregnancy. During moments of intimate contact, they pass from one individual to another. The germs are then free to multiply and travel to almost any part of the body which they begin to destroy. This is why syphilis, in particular, seems to have so many different effects. While it is theoretically possible for the germs which cause syphilis to be transmitted by other direct contact, this kind of transmission is extremely unlikely. It would require that the infected individual have an open sore which would come in direct contact with a break in the skin of the other person.

Both syphilis and gonorrhea provide early warning signs. A few days after infection, gonorrhea causes itching and burning sensations of the intimate parts of the body, especially while urinating. A yellowish discharge also develops, particularly in men. One to six weeks after being infected by syphilis, a chancre (sore) develops at the point where the germ entered the body. However, this sore may be quite small and in women may not be visible at all. In about four weeks, it will disappear. Some or all of the following may also appear in syphilis cases three to six weeks after the sore first appears: a rash on any part of the body, patches of falling hair, sores in the mouth, fever, sore throat, and headaches.

In both gonorrhea and syphilis, the early symptoms will eventually disappear without treatment of any kind. As a result, those who hesitate to seek medical treatment are reassured that they are not sick after all, and those who resort to quack remedies are led to believe that they have been cured. But the germ is still in their bodies. Between 5 and 25 years later, the syphilis victim who has failed to get medical treatment may be blind, crippled, mutilated, or insane. The gonorrhea victim who has failed to get medical treatment may be suffering from sterility, arthritis, or heart disease. If a woman has syphilis, she may give birth to a syphilitic infant. That is why a pregnant woman with syphilis should be treated during the first 5 months of pregnancy. In the case of gonorrhea, her child may be blinded at birth. That is why measures for prevention of infection of eyes of the newborn are taken at delivery with silver nitrate. Still many who are ignorant of the treatment available or embarrassed because of the attitudes mentioned earlier will prefer to take their chances.

The thing that makes these diseases particularly troublesome is that they are extremely contagious. In 1963, 98 cases of syphilis were traced directly or indirectly to one teenaged boy. Please note that an almost endless branching chain effect may have started through any one of these contacts. In the fifteenth and sixteenth centuries, syphilis reached epidemic proportions in Europe.

Venereal disease, particularly gonorrhea, is actually increasing today, particularly among young adults and teenagers. The undereducated, lacking information and frequently mistrustful of governmental institutions designed to help them, are frequent victims. But this problem is not restricted to any one segment of society.

For this reason, the Health Department uses Public Health Advisors to trace all the contacts of any person known to have a venereal disease. Their purpose is to locate the sick person in time and see that he is provided with the medical treatment he needs in order to protect him, his family, and the public. It should be emphasized that any information given to these investigators or a private doctor is *strictly* confidential. The information about VD given to your students will influence many others, thereby helping the Health Department in its efforts to eliminate this problem.

Aims

- To acquaint the students with the nature and treatment of the principal forms of venereal disease
- To develop an understanding of the need for cooperation with the Department of Health in fighting the spread of the disease
- To develop positive attitudes regarding the treatment of VD

Motivation

Tell the class that we have a very serious health problem in New York State which results in needless tragedy for many people, especially teenagers and young adults. These diseases can cripple, blind, disfigure and finally kill; yet there is an easy cure which is often ignored. We call these diseases VD.

Development

- Use the filmstrip. (See filmstrip manual for directions.)
- Use the following set of worksheets to present the facts and develop the story.

Instructions for Use of the Worksheets:

With students at the basic and primary levels, have the students print a large capital "A" on one side of a large sheet of paper and a large capital "B" on the other side of the same sheet. Explain that you will read some statements to them with two endings. If they think the first is the better ending, they will show you with the "A" side. If they think the second statement makes better sense, they will show you the "B" side. Taken together correctly, these statements will tell a story about the problem of VD. Read each statement out loud clearly. Give the students the correct answer as soon as they have had an opportunity to respond to the statement. Show approval for correct responses immediately to create a feeling of success.

With students at the intermediate and better levels, explain to the students that they are to place a check in the box next to the word or phrase which they believe best completes the statement. When this is done correctly, the statements form a story which contains much useful information about two serious diseases. They may change their answers as they go along. The pictures are designed to help them decide which answer to use. After the students have completed the worksheet, have them read the statements in the correct order and give their answers. Students should be commended for having the right answers.

NEW YORK STATE EDUCATION DEPARTMENT
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1. DISEASES WHICH PASS QUICKLY FROM PERSON TO PERSON ARE SAID TO BE

   A. catching ☐

   B. not catching ☐

2. MEASLES AND TB ARE DISEASES WHICH ARE

   A. catching ☐

   B. not catching ☐

3. SYPHILIS AND GONORRHEA ARE DISEASES WHICH ARE ALSO

   A. catching ☐

   B. not catching ☐

4. THEY ARE CAUSED BY

   A. germs ☐

   B. immoral behavior ☐

5. THE GERMS WHICH CAUSE SYPHILIS AND GONORRHEA CAN LIVE *ONLY* IN

   A. people ☐

   B. dirt ☐

6. OUTSIDE OF PEOPLE, THEY

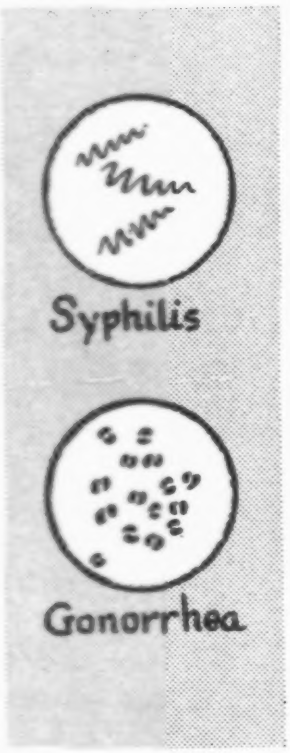
   A. die quickly ☐

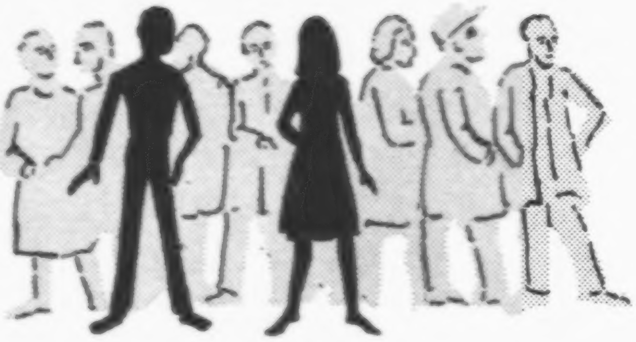
   B. will live for many years ☐

7. ALMOST THE ONLY WAY THESE GERMS OF SYPHILIS AND GONORRHEA CAN GO FROM ONE PERSON TO ANOTHER IS WHEN THESE PEOPLE ARE

   A. touching skin to skin ☐

   B. writing letters to each other ☐





8. THIS IS THE STORY OF BETTY. SHE IS A

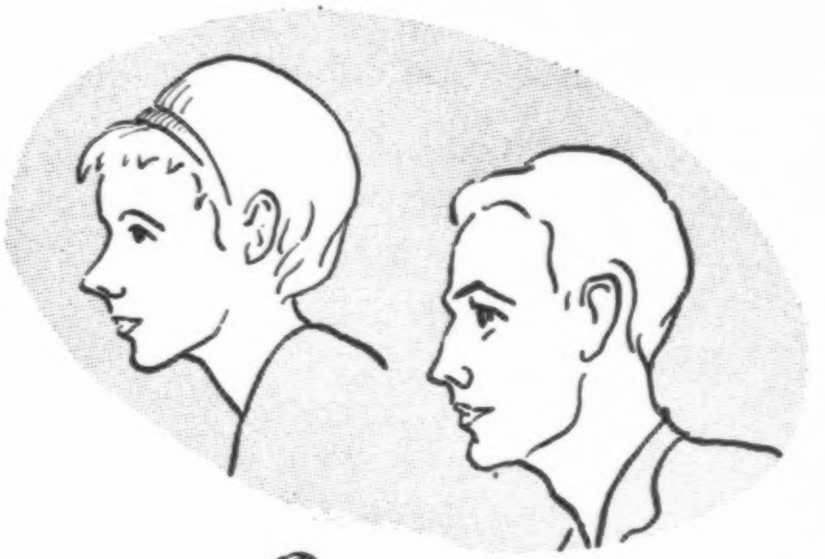
A. girl ☐

B. boy ☐

9. SHE MET BOB. HE IS A

A. girl ☐

B. boy ☐



10. SHE THOUGHT THAT THEY WOULD GET

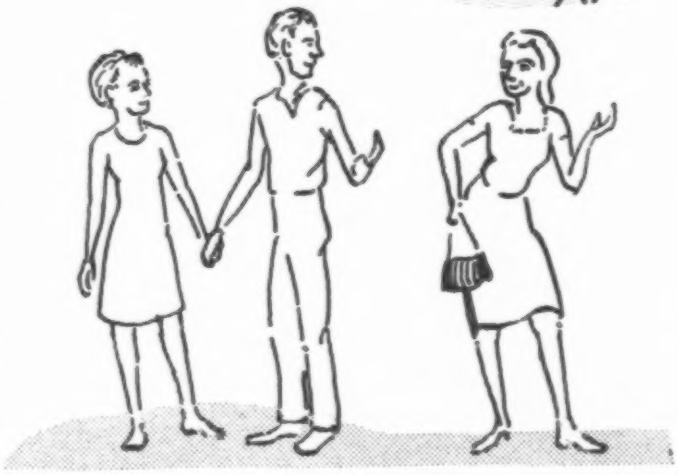
A. married ☐

B. divorced ☐

11. HE RAN AROUND

A. with other girls ☐

B. to the door ☐



12. A WEEK LATER SHE HAD A SMALL

A. sore ☐

B. party ☐

13. THE SORE MADE HER

A. foot hurt ☐

B. worry ☐

14. IT COULD BE AN EARLY SIGN OF

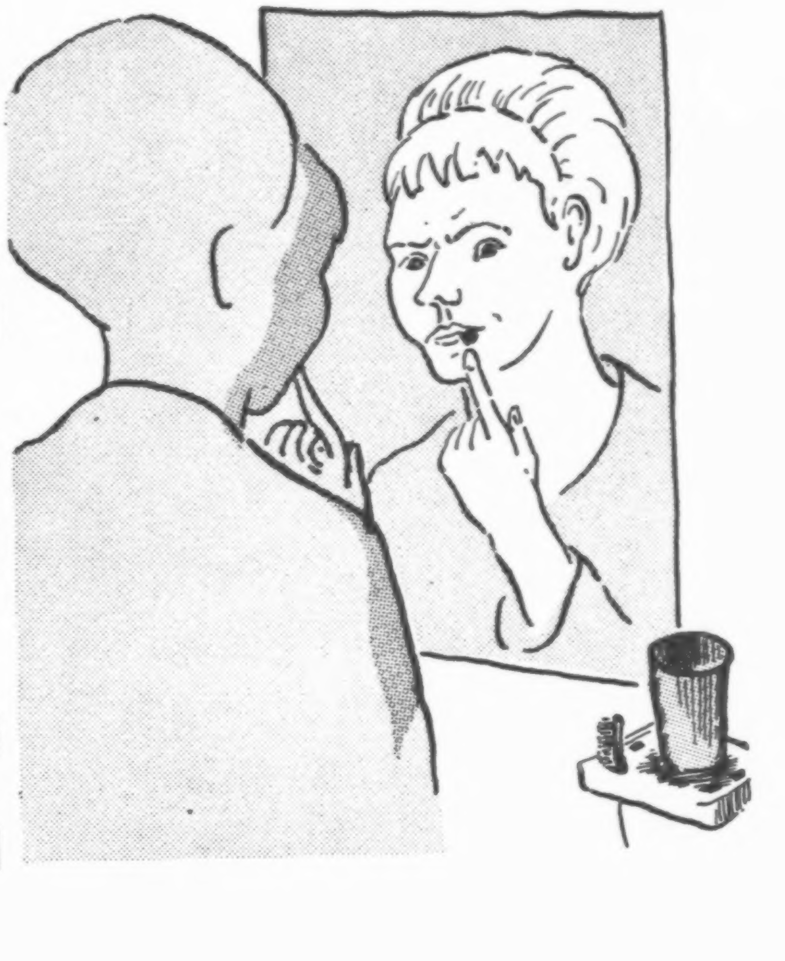
A. mumps ☐

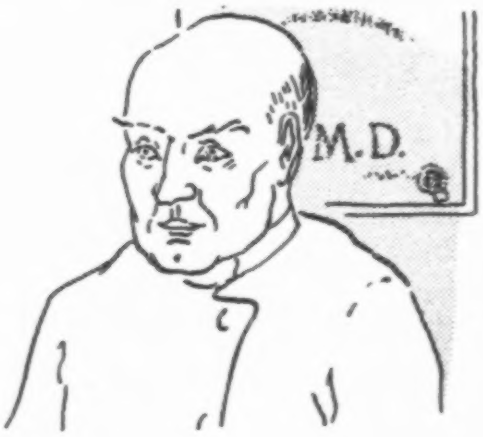
B. VD ☐

15. GONORRHEA (THE CLAP) IS ONE KIND OF VD. ANOTHER IS

A. syphilis (syph, bad blood, Old Joe's, lues) ☐

B. measles ☐





16. THIS DISEASE CAN BE CURED BY A

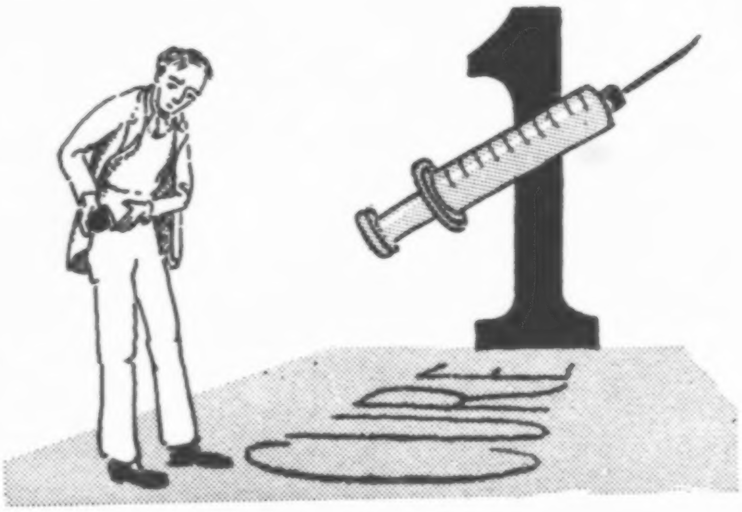
A. medical doctor ☐

B. "quack" ☐

17. THE CURE IS

A. hard ☐

B. easy ☐



18. IT TAKES ONLY ONE

A. treatment ☐

B. second ☐

19. THE TREATMENT COSTS

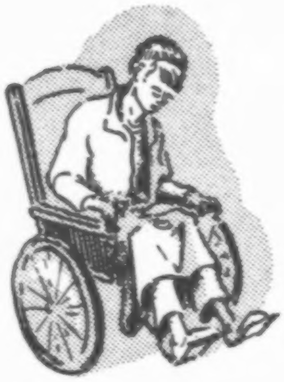
A. very little ☐

B. very much ☐

20. IF SHE CANNOT PAY, THE TREATMENT IS

A. free ☐

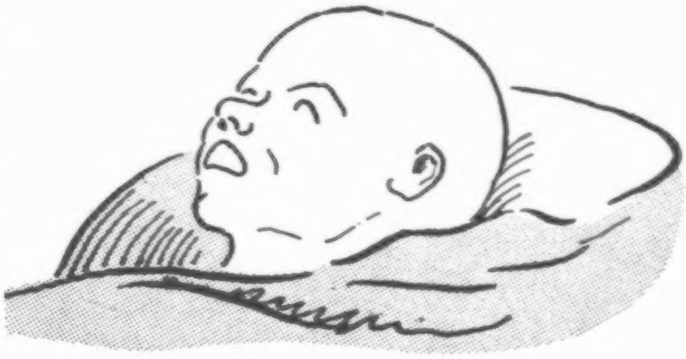
B. unnecessary ☐



21. IF THE GIRL DOES NOT GO TO A DOCTOR, SHE WILL GET

A. well ☐

B. worse ☐



22. IF SHE HAS A CHILD, IT MAY BE BORN

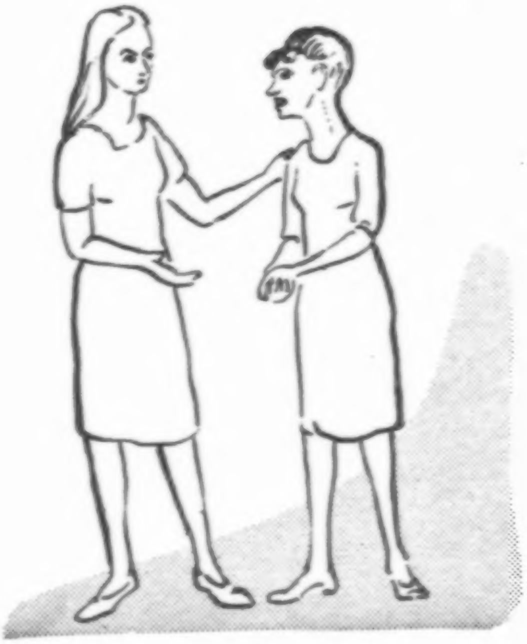
A. sick ☐

B. well ☐

23. BETTY IS SICK WITH

A. worry ☐

B. joy ☐



24. JENNY IS HER

A. friend ☐

B. enemy ☐

25. JENNY SEES THAT HER FRIEND IS

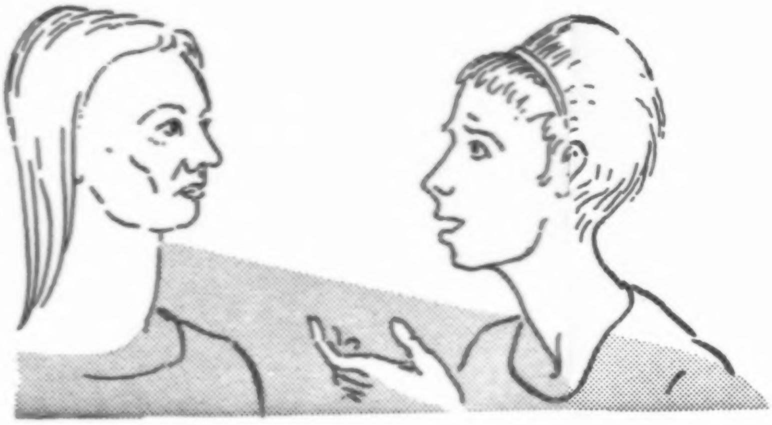
A. happy ☐

B. worried ☐

26. JENNY ASKS BETTY TO TELL HER WHY SHE IS

A. happy ☐

B. worried ☐



27. AT LAST BETTY TELLS JENNY WHY SHE IS

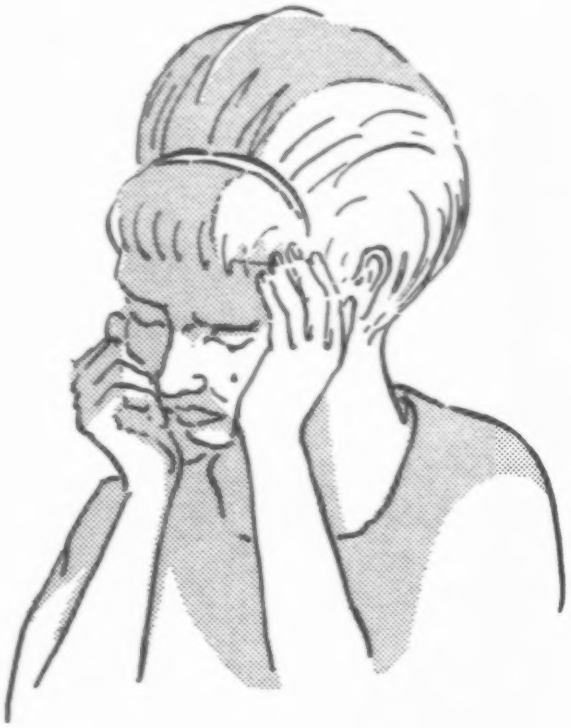
A. happy ☐

B. worried ☐

28. SHE THINKS SHE MAY HAVE

A. mumps ☐

B. VD ☐



29. SHE IS

A. proud ☐

B. ashamed ☐

30. SHE IS

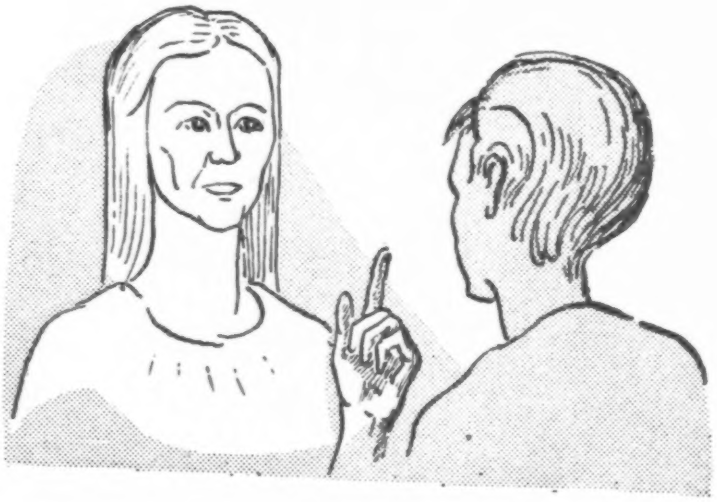
A. cheerful ☐

B. afraid ☐

31. SHE DOES NOT KNOW

A. what to do ☐

B. Jenny ☐



32. JENNY TELLS HER SHE MUST

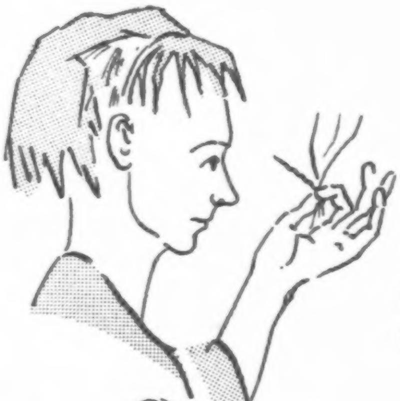
A. see a medical doctor ☐

B. see a "quack" ☐

33. IF SHE DOES NOT SEE A DOCTOR, THE SORE WILL GO AWAY, BUT SHE WILL HAVE

A. more and more germs ☐

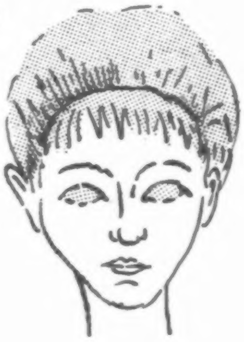
B. fewer and fewer germs ☐



34. HER HAIR MAY

A. look better ☐

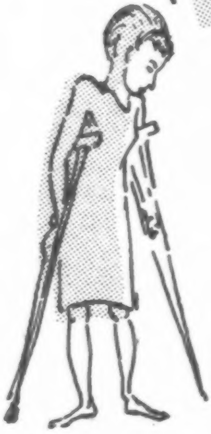
B. fall out ☐



35. SHE MAY

A. have good eyesight ☐

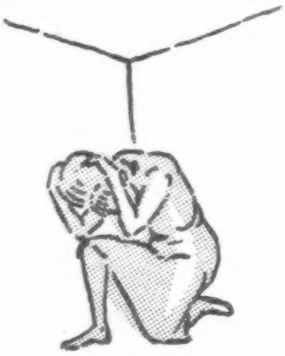
B. become blind ☐



36. SHE MAY BECOME

A. an athlete ☐

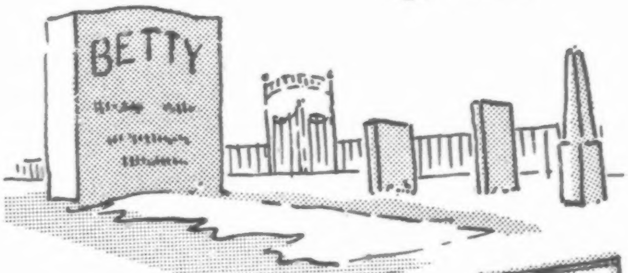
B. crippled ☐



37. SHE MAY BECOME

A. insane ☐

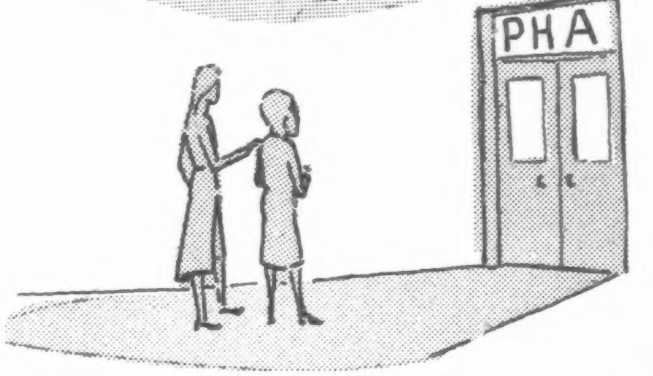
B. very smart ☐



38. THE DISEASE WILL FINALLY

A. go away by itself ☐

B. kill her ☐



39. JENNY TOOK BETTY TO THE DEPARTMENT OF HEALTH TO SEE THE

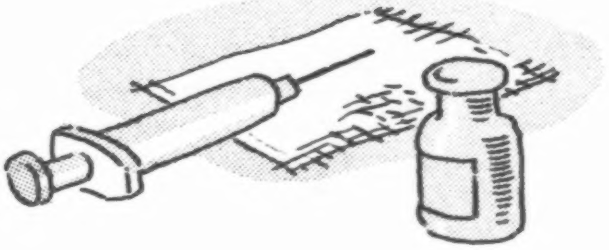
A. Public Health Advisor ☐

B. water fountains ☐

40. THE PUBLIC HEALTH ADVISOR SAYS THAT HE MUST ALSO SEE THE BOYS SHE KNEW SO THAT HE CAN BE SURE THAT THEY TOO WILL BE

A. cured ☐

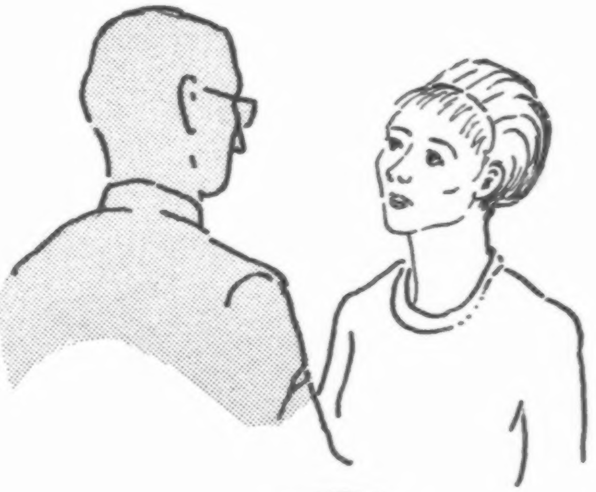
B. infected ☐



41. HE SENT HER TO A

A. medical doctor ☐

B. "quack" ☐



42. THE DOCTOR TREATED HER LIKE ANY OTHER

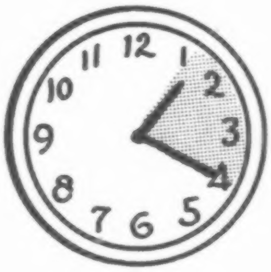
A. student ☐

B. patient ☐

43. THE TREATMENT DID NOT HURT OR TAKE MUCH

A. time ☐

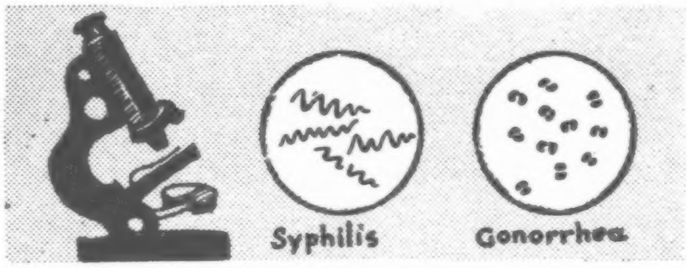
B. mail ☐



44. SYPHILIS IS ONE OF TWO KINDS OF VD FOUND IN OUR COUNTRY. THE OTHER IS

A. gonorrhea ☐

B. measles ☐



45. IT CAN CAUSE ARTHRITIS

A. heart trouble ☐

B. fire ☐

46. IT CAN MAKE IT IMPOSSIBLE FOR PEOPLE TO HAVE

A. pets ☐

B. children of their own ☐

47. ITCHING OF THE SEX ORGANS AND A YELLOWISH DISCHARGE ARE SIGNS OF

A. gonorrhea ☐

B. head cold ☐

48. THE TREATMENT FOR GONORRHEA IS THE SAME AS THE TREATMENT FOR

A. a broken arm ☐

B. syphilis ☐

49. ANYONE WHO THINKS HE MAY HAVE VD SHOULD

A. seek help ☐

B. do nothing ☐

50. THE PUBLIC HEALTH ADVISOR IS THERE TO

A. help people ☐

B. help germs ☐

Summary

Why is VD such a serious problem? *(dangerous, spreads quickly, affects children)*

What can be done for those who have VD? *(can be cured)*

What does the Public Health Advisor do? *(gets treatment for those who need it, finds the sick)*

Teacher's Notes

KEEPING YOUR FOOD SAFE

Background Material for the Teacher

Many people in low socio-economic groups are unaware of the dangers of food-borne disease. Often their living conditions and food handling practices are likely to spread such diseases. This lesson is designed to point out some of these practices and to show why and how the practices should be changed.

There are many diseases which can be spread through food and water. One major group is classified as infectious diseases and includes the common cold and sore throat. Food poisoning is a second classification. This lesson focuses on the latter and is taught through discussion of possible food poisoning incidents within the home. The sanitation and food handling practices recommended throughout apply equally well to preventing the spread of other diseases which can be transmitted through food.

Most food poisoning is caused by two common types of bacteria. Both types produce food poisoning having similar symptoms: headache, abdominal cramps, nausea, and diarrhea. The severity of the illness depends on the amount of contamination and the resistance of the individual.

Illness resulting from one type of infection occurs a few hours after eating; those caused by a second type of infection may be delayed for as long as two or three days. Neither type of bacteria changes the taste, smell, or appearance of the food. This is important to emphasize because many people think that if the food smells all right it is safe to eat.

How do food-poisoning bacteria contaminate food?

One type of germ, *staph*, is especially widespread and can easily contaminate food while it is being handled. These germs are found on the skin and in the nose and throat of most people, particularly those with colds or sinus infections. Salmonella, another type, inhabits the intestinal tracts of man and many animals. These germs are therefore often found in feces. They are spread easily when people do not wash their hands after going to the toilet. Salmonella can also be carried to food by rodents, flies, and household pets. Some food may be contaminated with salmonella while being handled before they are purchased.

One way to prevent food poisoning is to keep contamination at a minimum. The story used in the lesson illustrates how food poisoning bacteria can enter food through handling, flies, unclean cutting boards, and other utensils used in food preparation.

What causes the bacteria to multiply enough to cause illness?

In order to grow, bacteria need food on which to feed and favorable temperatures. They grow best in nonacid foods (e.g. meat, eggs, and cream fillings). Salads and sandwiches made from meat and eggs are particular problems because the ingredients are handled so much during preparation. This is not because the salads are blended with mayonnaise. Actually mayonnaise is quite acid and discourages bacterial growth.

Warm temperatures also encourage bacterial growth. Room temperatures of 70° to 90° F. are especially dangerous. Since there is always a chance that food poisoning bacteria may be present in foods such as those listed above, it is never a good practice to leave these foods out at room temperature for more than an hour or two at the most. Keeping food warm at the back of the stove is another bad practice. The safe rule is to keep "hot" foods hot and "cold" foods cold.

What can we do to prevent food poisoning?

Prevention of food-borne illness involves keeping the bacteria from getting into food and preventing them from multiplying when they do. The following will help keep bacteria from getting into food:

- Food should be kept covered so that it will not be contaminated by flies and other vermin. Accordingly food should be kept where mice, rats, and other animals cannot get into it. Garbage should always be kept covered because garbage attracts flies.

- Hands should be well washed before touching food. Fingernails should be clean. People should wash their hands after going to the toilet. People should avoid handling food when they have colds, diarrhea, or other illness.

- All dishes and utensils used with food should be kept clean. Therefore they should be washed in hot, soapy water and rinsed in very hot water. Dishes should be dried with a clean towel or permitted to air dry. They should be stored where they can be covered. Special care should be taken to wash cutting boards and other utensils used with raw meat and poultry before using the utensils with cooked food.

The following will help keep bacteria from growing:

- "Cold" foods should be kept cold and "hot" foods hot, *not just warm.* Cold foods might be mixed just before serving, or kept refrigerated until serving time. Food should not be left out at room temperature or just warming.

- Foods should be chilled as quickly as possible after cooking. It will not harm a refrigerator to put warm food into it. It will not even add to the electric bill. If you have a large quantity of food, divide it into small quantities so that it will cool quickly.

It should be emphasized repeatedly that food poisoning is caused by the methods of handling food, not food itself.

Suggested Lesson Plan

Aims

- To develop an understanding of how food becomes unsafe
- To show methods of prevention for food poisoning

Motivation

The teacher is best qualified to establish motivation for this lesson based on his understanding of the students in his class. The following are intended only as examples of how this can be done.

- Mention an actual, recent incident involving food poisoning.
- Ask the students how long it is safe to leave food out on a table.
- Ask a student who had a personal experience with food poisoning to tell the class about it.

Development

The lesson should be conducted as an informal discussion. While the students will be able to answer many of the questions, they will also express some myths and fallacies. The teacher should act as a resource person to support the correct answers. When the students do not know the correct answer, the teacher will have to supply it. The teacher should adapt this material freely to suit his own personality and the specific needs of his class. It is NOT intended to be used as a script. The following lesson should be conducted as a discussion, not a question and answer exercise.

Ask the class to look for reasons why the children become sick in the following story. What could Mrs. Jones do to prevent the children from being sick?

Mrs. Jones had a job. She worked at the corner diner from 11 a.m. to 6 p.m. She fixed lunch for her teenage children before she left for work. She fixed a plate of cold cuts and some egg salad for sandwiches. She left them on the table and went off to work. When the children came home for lunch they had the sandwiches. They left for school again, leaving the food still on the table. When the children came home later in the afternoon, they had some more of the cold cuts and egg salad. Later in the evening, the children became sick. They had headaches and stomach cramps.

Question	Possible Response
Begin the discussion with the question they considered before the story.	
1. Why did the children become ill?	They ate something which did not agree with them.
2. Why did the food make the children ill?	It contained bacteria which made them ill.

Question	Possible Response
3. Where do you think the bacteria came from?	*Get as many different responses as possible.* Dirty hands and skin; flies on uncovered food; dirty dish or knife
4. Why did the bacteria grow?	*Explain that bacteria need warmth and food to grow.*
5. How can this sickness be prevented?	Keep the bacteria out of the food; keep them from growing.
6. How can we keep bacteria from getting into food?	Wash all dishes, knives, and spoons with clean, hot, soapy water; rinse with very hot water; use clean towels; wash your hands before touching food; try not to touch food if you have open sores; do not leave food out where flies can touch it.
7. How can we keep bacteria from growing?	Keep food which you eat cold in the refrigerator until you are ready to eat; keep hot foods hot; put leftovers in the refrigerator; do not leave foods out where it's warm.
8. How can we tell that food is unsafe to eat?	*Discuss. Stress that bacteria do not change the appearance, taste, or smell of food.*
9. How can we avoid eating poisoned foods?	*Discuss.* Be careful in how we handle food; eat in places that handle food carefully.
10. How can we keep our food safe?	Wash hands well before handling food; keep food covered; wash all dishes and utensils well; keep "cold" foods cold and "hot" foods hot.

Summary

Distribute the worksheets. Allow the class time to complete them. The Worksheet A is intended for beginning readers (levels 0-2). Worksheet B is intended for students reading at levels 2-4. In each case the teacher should work closely with the students. Have the students discuss their answers.

Followup Activities

- Arrange a visit to a milk or other food processing plant. Point out the precautions taken to keep food safe. Ask the students to look for poor practices in handling food. Discuss these (if any) after the trip.

- Invite a representative of the county health department to speak to the class. Ask him to explain the precautions necessary to assure the safety of the food eaten in public eating places.

- Visit the health department laboratory or the county laboratory to find out how water is tested.

Instructions for Worksheet A: *Keeping Your Food Safe*

This worksheet is designed as a review exercise and a discussion tool. It is intended particularly for students who read on the 0-2 level. The following are suggestions for utilizing the worksheet with the group.

- Read the directions for the first part of the worksheet aloud with or to your class. Make sure that your students understand what they are to do. *The concept to be developed is that germs which may cause disease or food poisoning may be found in all of these places, but they will be most numerous in those places which are dirty or where insect pests are to be found.*

- Read the directions for the second item with or to your class. Have them indicate their answers. *The concept to be developed is that dirty pots are not safe to use.*

Ask:

1. Why is a dirty pot unsafe?

2. How can it be made safe?

3. Is it only pots that must be kept clean?
   What else should be kept clean?

Make a list. Lead the class to conclude that anything which comes in contact with food *including our hands* must be kept clean.

4. Can we keep flies and other pests clean? How, then, can we keep them from touching our food?

- Read the directions for the third item aloud with or to your class. Have them indicate their answers. *The concept to be developed is that it is not safe to leave food out.*

Ask: Is this picture an exaggeration? Why or why not?

- Read the directions for the last item aloud with or to your class. Have them indicate their answers. *The concept to be developed is that food should not be allowed to cool before being put away.* Ask your students to compare and discuss their answers. The following points should be made, preferably by the students:

Leaving food out exposes it to the danger of contamination.

Germs are most active and do best in the moderate temperature range. Therefore, it is best to keep food either hot or cold.

Refrigerators are not damaged by having hot food placed inside.

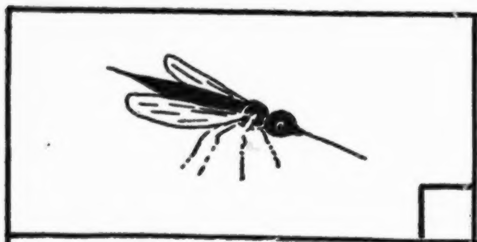
The electric bill will not be greatly affected by putting hot food in the refrigerator.

Teacher's Notes

NEW YORK STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development

Student Worksheet A: *Keep Your Food Safe*

PUT A CHECK IN EACH BOX WHICH SHOWS A PICTURE OF A PLACE WHERE GERMS WOULD PROBABLY BE FOUND.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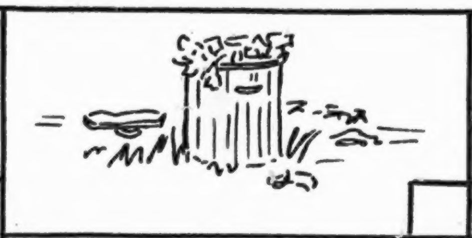
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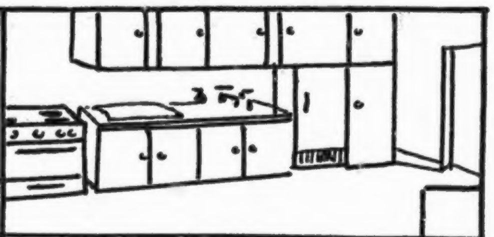
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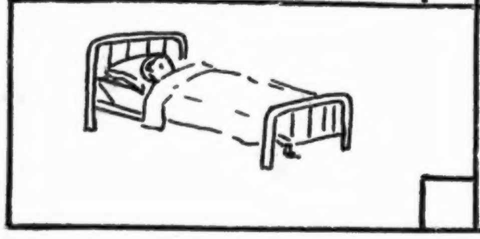
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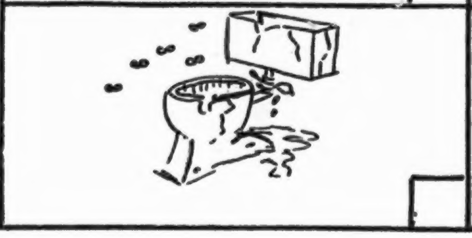
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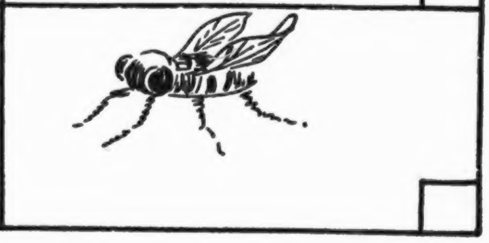
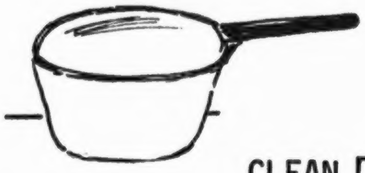
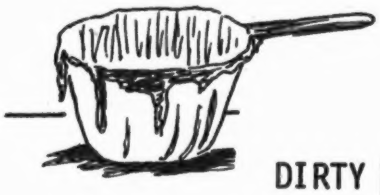
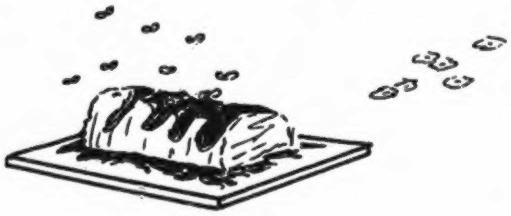

☐

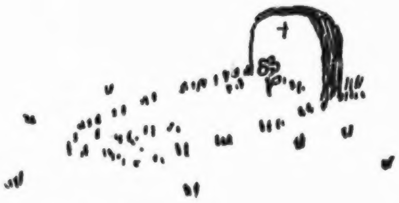
PLACE A CHECK NEXT TO THE POT WHICH IS SAFE TO USE.


CLEAN ☐

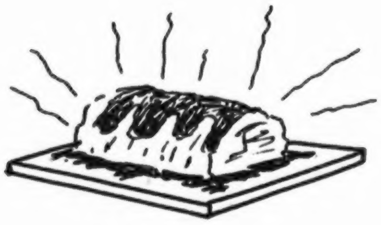

DIRTY ☐

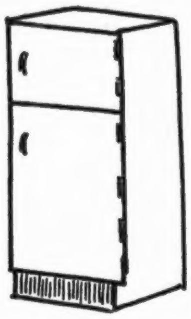
LEAVING FOOD AROUND IS


OK ☐


BAD ☐

HOT FOOD SHOULD BE





ALLOWED TO COOL BEFORE IT IS PUT AWAY ☐

PUT AWAY HOT FROM THE OVEN ☐

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Student Worksheet B: *Keeping Your Food Safe*

Instructions: Place a check in the box to the left of the word or phrase which best completes each of the following statements.

1. FOOD TO BE EATEN HOT SHOULD BE KEPT
   - ☐ warm
   - ☐ hot
2. FOOD TO BE EATEN COLD SHOULD BE KEPT
   - ☐ cold
   - ☐ warm
3. HANDS SHOULD BE WASHED
   - ☐ before touching food
   - ☐ after touching food
4. PLATES, POTS, AND SPOONS ARE WASHED
   - ☐ to keep germs out of food
   - ☐ to look better
5. HOT FOOD
   - ☐ should not be put in the refrigerator
   - ☐ should be put in the refrigerator
6. FOOD IS KEPT COVERED
   - ☐ to keep flies from eating it
   - ☐ to keep germs out
7. MOST GERMS GROW BEST WHERE IT IS
   - ☐ cold
   - ☐ warm
   - ☐ hot
8. BACTERIA GROW
   - ☐ equally well in all foods
   - ☐ better in some foods than in others
9. THE BEST WAY TO TELL THAT FOOD IS SAFE IS
   - ☐ see how it looks and smells and tastes
   - ☐ to handle it
10. FOOD IS
    - ☐ always dangerous
    - ☐ only dangerous when people are careless

WHY DO WE NEED FOOD?

Background Material for the Teacher

Although food serves many purposes, its true function is often not fully appreciated. Undereducated adults frequently suffer from malnutrition because they are unaware of the various ways in which the food they eat is used by the body. This exposes them to the dangers of choosing a poor diet and wasting money on useless products.

Foods contain substances which perform specific functions in the body. These are called nutrients. In general, they are classified as follows:

Carbohydrates (sugars and starches)
Fats
Proteins
Minerals
Vitamins

Because one food may contain several nutrients, it may have several functions. A good example of this is meat which is a source of protein and minerals and also contains fat and some vitamins.

The nutrients found in food perform three basic jobs:

- Providing the body with energy
- Helping build and repair the body
- Helping regulate the body

Food is burned in the body to provide it with energy. This energy serves two purposes:

- Making it possible for the organs of the body to move and work (Examples: beating of the heart, breathing, digestion of food, walking, lifting, and running)
- Maintaining body temperature at approximately 98.6°

The amount of energy needed will depend upon the size of the person and how active he is. The larger a person is, the more energy he will require in order to move. A man who is running will also require more energy than one who is just sitting.

The amount of energy in foods is determined by the amount of heat which is given off when the food is burned. This heat is measured in terms of calories. A calorie is the amount of heat needed to raise the temperature of 1 gram of water 1 degree (centigrade). Some foods have a very high energy value while others are much lower. A teaspoon of margarine has many more calories than a raw carrot.

A person may eat food which gives him more energy than he needs. The extra energy is stored in the body as fat. When a person does not eat enough food, his body may continue to work, but the person will become weaker. This is because the energy which the person needs is taken from his own flesh.

The nutrients which provide energy are sugars and starches, fats, and protein. The following lists give some examples of food in which these nutrients are found.

Sugars and Starches	*Protein*	*Fats*
Potatoes	Meat	Margarine
Macaroni products	Eggs	Butter
Bread	Dried beans	Salad dressings
Cake	Milk	Oil
Cookies		Mayonnaise

A person is the result of the food which he has eaten. The food provides the materials needed for muscles, bones, and blood. A child may inherit the possibility of becoming tall. If he does not receive enough of the foods containing growth nutrients, he will not grow to his full height.

Growth and repair nutrients are needed in large quantity at times of rapid growth. After growth, the nutrients are still needed to keep the body strong. For example, older people need calcium, which is used for building bones, to keep the bones strong in later life. People who have had enough calcium (found in milk and milk products) are less likely to suffer broken bones in later years.

Building and repair materials are known as proteins and minerals. Foods containing proteins are shown above. Two of the most important minerals are iron and calcium. Iron, needed for blood formation, will be found in meat (particularly organ meats like liver), eggs, and enriched bread and cereal. Calcium is found in milk and milk products.

There are many activities going on in the human body at the same time (e.g. digestion, breathing, hearbeat, etc.). All of these activities are regulated so that there are no sudden changes in the body unless sickness or injury occurs. An example of this is that the body maintains its temperature without regard to how hot or cold it gets outside the body. Many different foods also furnish the body with the needed regulating materials called vitamins. There are several kinds of vitamins, each of which has jobs to do. Some vitamins and some foods in which they are found are:

- Vitamin C - orange juice, tomatoes, strawberries, cantaloup, cabbage

- The B Vitamins - enriched bread and cereal products

- Vitamin A - leafy green and dark yellow vegetables such as spinach, carrots, squash, sweet potatoes

Together the energy, building and repair, and regulating materials can help the body enjoy good health. Without a balanced combination of these foods, it is not usually possible to enjoy good health.

Suggested Lesson Plan

Aims

- To develop an understanding of the relationship between food and health

- To help the student see the reasons for eating different kinds of food

Motivation

It is suggested that the teacher develop his own motivation for this lesson based on his understanding of the students in his class. The following are only a few examples of what can be done.

- Draw a verbal picture of food for the class leading to the question, *Why do we need food?*

- Picture a table covered with dishes of food. There's bread, meat, beans, potatoes, oranges, greens, and cereal. People eat food. But why? *Why do we need food?*

- Show ads from a local newspaper for food. Remark at the amount of money spent on food. Is it worthwhile? *Why do we need food?*

Allow the class to give the reasons they recognize for needing food. As a reason is given, try to give an example or explanation which will explain the function of food. Students could also contribute examples and explanations.

Development

In conducting this discussion, the teacher should regard himself as a resource person. As far as possible, he should use the information which members of the class already have. The following are suggested questions which the teacher might use in developing the lesson together with the kind of response for which he might look. This material should be freely adapted to suit the needs on the class and the personality of the teacher. It is NOT intended as a script. The following section of the lesson plan should be conducted as a discussion, not a question and answer exercise.

Question	Possible Response
1. Why do we eat food?	So we will not be hungry; we like to eat; we eat so that we can work; so that we will be healthy.
2. What does it mean to be healthy?	Have students give their own ideas. Among these would be: • A healthy person is not sick. *(Remind class that cleanliness, vaccination, and rest are also important.)* • A healthy person looks and feels well. • A healthy person stays young longer. • A healthy person has a healthy body.
3. Why is food important to health?	Contains things our bodies need *(nutrients)*
4. What are the important things food does for us?	Gives us energy; helps build or repair our bodies; helps regulate our bodies
5. Which kinds of food are especially good for energy?	Sugar; starchy foods; fat
6. Which kinds of food are especially important in building and repairing the body?	Meat; eggs; milk; beans
7. Which kinds of food are especially important in helping to regulate the body?	Fruit; vegetables
8. Would it be a good idea for adults to eat only foods rich in energy since they are already fully grown? Why or why not?	*Have class discuss their reactions to this question. Stress that we need all three kinds of foods every day.*

Summary

Complete the worksheets shown on the following pages. Worksheet A is designed for those reading at levels 0-2. Worksheet B is designed for those reading at levels 3-4. The teacher should stand ready to give all the assistance necessary for each group. Have the students compare and discuss their answers after the worksheets have been completed.

Followup Activities

- Demonstrate the amount of energy in sugar by burning a cupful of sugar. Every care should be taken to avoid an accident.

- Arrange showing of the film, *The Right Track,* available through the United World Free Film Service, 211 Park Avenue South, New York City, New York 10003.

Instructions for Worksheet A: *Why Do We Need Food?*

This worksheet is designed as a review exercise and a discussion tool. It is intended particularly for students who read on the 0-2 level. The following are suggestions for utilizing the worksheet with the group.

- Read each item to or with your class.
- As each item is read, have your students place a mark in the box next to the right answer.
- After completing each set of three items, have the students compare and discuss their answers.
- This worksheet is designed to develop the following concepts:

1. *Food acts as a fuel, helping us to maintain our body temperature and providing the energy necessary for us to move and work, and for the parts of our body (heart, lungs, stomach, etc.) to do their work.* The third item in the first set shows some examples of foods rich in energy. Ask your students to identify these foods (butter, cereal, and potatoes). Ask the group to cite other examples.

2. *Food is necessary for building and repairing our bodies.* The third item in the second set shows some examples of foods particularly rich in building and repair nutrients (proteins and minerals). You may ask your students to identify these foods (milk, eggs and meat). Ask the group to cite other examples.

3. *Food provides nutrients to regulate the body (vitamins and minerals).* The third item in the third set shows some examples of foods particularly rich in vitamins and minerals (tomato, strawberries, and cabbage). Ask the group for additional examples.

Teacher's Notes

NEW YORK STATE EDUCATION DEPARTMENT
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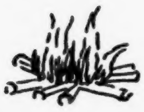
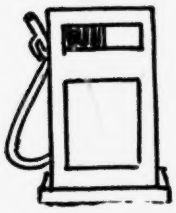
Student Worksheet A: *Why Do We Need Food*

1.



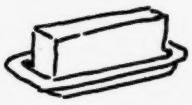
WOOD MAY KEEP US

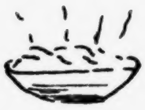
WARM ☐ COLD ☐

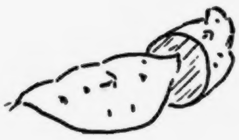


GAS GIVES A CAR THE ENERGY TO

☐ STOP
☐ MOVE



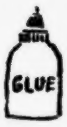




THESE FOODS GIVE US ENERGY WITH WHICH TO

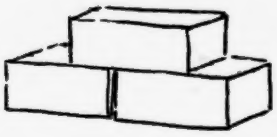
☐ KEEP WARM
☐ MOVE

2.



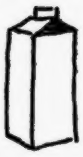
GLUE IS USED TO BUILD OR REPAIR

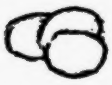
☐ CHAIRS ☐ OUR BODIES

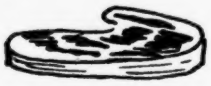


BRICKS ARE USED TO BUILD OR REPAIR

☐ OUR BODIES
☐ HOUSES



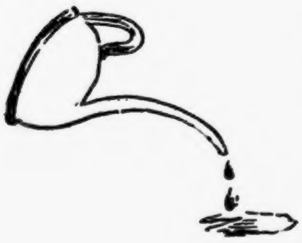




THESE FOODS ARE USED TO BUILD OR REPAIR

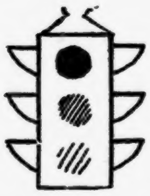
☐ OUR BODIES
☐ HOUSES

3.



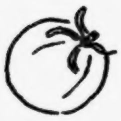
OIL REGULATES

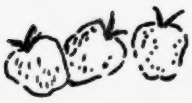
MACHINES ☐
OUR BODIES ☐
TRAFFIC ☐

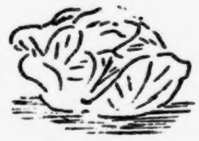


THIS LIGHT REGULATES

☐ MACHINES
☐ OUR BODIES
☐ TRAFFIC







THESE FOODS REGULATE

☐ MACHINES
☐ OUR BODIES
☐ TRAFFIC

NEW YORK STATE EDUCATION DEPARTMENT
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Student Worksheet B: *Why Do We Need Food?*

Instructions: Read each of these statements carefully. If it is true, place a check in the box next to true. Otherwise check the box next to false.

1. ONLY CHILDREN NEED BUILDING AND REPAIR FOODS.

   True ☐

   False ☐

2. WHEN THE BODY DOES NOT HAVE ENOUGH ENERGY FOOD, IT TAKES ENERGY FROM ITS OWN FLESH.

   True ☐

   False ☐

3. SOME THINGS IN THE FOOD WHICH A PERSON EATS HELP THE BODY STAY AT ONE TEMPERATURE.

   True ☐

   False ☐

4. FOOD IS NOT NEEDED FOR ENERGY FOR THE BEATING OF THE HEART AND THE DIGESTION OF FOOD.

   True ☐

   False ☐

5. A DIET CONTAINING FOODS FOR ENERGY, BUILDING AND REPAIR, AND BODY REGULATION SUBSTANCES IS NEEDED TO HELP GIVE A PERSON GOOD HEALTH.

   True ☐

   False ☐

IT'S UP TO YOU

Background Material for the Teacher

Among the problems commonly faced by undereducated adults is malnutrition. This is not so much a matter of cost but of knowledge. All foods are good because they provide the body with at least one of the nutrients which it needs. Some food combinations are better than others because of the quantity and quality of the nutrients contained. The students must learn to vary the foods they eat in order to get all the nutrients they need.

As explained in the lesson, *Why Do We Need Food,* nutrients are the materials needed for growth and repair, for energy, and for regulating the body. They are found in a variety of foods, making the choice of food eaten each day very important. When food eaten during the day provides the body with all the nutrients in sufficient quantity, it may be said to constitute a balanced diet. Recommendations for the selection of food are often presented by means of the basic four food groupings. These are:

Milk

Meat

Bread and cereal

Fruits and vegetables

The foods within each group offer the body similar nutrients. Some are better sources than others within the same group. This type of grouping does not explain the need for each kind of food. The following table relates the basic food groups and the body's need for food:

Energy	*Building and Repair*	*Regulating*
Bread and cereal	Milk	Fruits and vegetables
Milk	Meat (including fish and poultry)	Milk
Meat (including fish and poultry)	Bread and cereal	Bread and cereal

It is evident that each food group will meet several of the body's needs. This might be further simplified by the discussion of one or two groups under each category:

BASIC FOOD NEEDS

Food Groups	*Foods Included*	*Amount Recommended (Daily)*
Milk	Milk of all types, cheese, ice cream, cottage cheese	1-2 servings
Bread and Cereal	Bread, cereal, rice, macaroni, noodles, spaghetti, grits, soda crackers, baked goods such as doughnuts, sweet rolls, cake (Best sources are those marked enriched.)	4 servings 5 (if only 1 serving is meat)
Meat	All cuts of beef, pork, lamb, veal, fish, chicken, dried beans, eggs, peanut butter	1-2 servings
Fruits and Vegetables	*Citrus fruits and vegetables (Vitamin C)* Oranges, grapefruit, strawberries, cabbage, potatoes, spinach, broccoli, tomatoes, cantaloup	1 serving
	Dark green and orange vegetables (Vitamin A) Spinach, collards, kale, broccoli, carrots, sweet potatoes, winter squash, pumpkins	1 serving every other day or at least 1 serving twice a week
	All fruits and vegetables not included above Apples, pears, banana, pineapple, green and yellow beans, peas, corn	2 servings*

* These can be eliminated, but it is advisable to include them in the diet for variety and the small amounts of other nutrients they provide.

The table above shows the amount of each of the basic food groups needed daily in order to meet the needs of the body, together with a listing of some of the foods belonging to each group.

Energy	*Building and Repair*	*Regulating*
Bread and Cereal	Milk (including dairy products) Meat (including fish and poultry)	Fruits and vegetables

This type of grouping would demonstrate the need for a variety of foods in the diet. Note that meat and milk should not be substituted for each other.

A daily balanced diet for an adult should include:

2 servings from the meat group

2 servings from the milk group

4 servings from the bread group

4 servings from the fruit and vegetable group

or, in terms of materials needed by the body:

4 servings--building and repair

4 servings--energy

4 servings--regulation

There should be no implication that a balanced diet must include meat, potato, vegetable, bread, butter, and milk. Each group is large and offers many possibilities for choice. However, it is important that some food be selected from each group for building and repair, energy, and regulation.

Of all the possible combinations, milk is the one food that should be included in every diet (unless there is a medical reason to the contrary). It contains all but two of the essential nutrients and is particularly rich in calcium, riboflavin, and proteins. Of these, calcium is particularly important. Although more calcium is needed during periods of growth (childhood and adolescence), it is needed afterwards to maintain the strength of the bones. For this reason, it is recommended that adults have at least two cups of milk every day.

Considering its food value, milk is a very good buy. A quart of milk and a pork chop may cost about the same, but milk has twice as much protein. Cheaper forms of milk (dried or evaporated) are also available.

Suggested Lesson Plan

Aim

To develop an understanding of the importance of eating a variety of foods in order to supply our bodies with all of the materials they need.

Motivation

Place the following things on a desk or table in plain sight of the class:

- 3 cups of enriched flour (use individual 8 oz. cups)
- 3/4 cup of dry milk (6 oz. in 8 oz. cup)
- 1 sweet potato (medium size)
- 1 cup of raw cabbage
- 1 piece of raw fat

If it is not possible to bring in actual food, pictures or models could be used. Explain that this is a balanced diet. Allow class to comment.

Development

It will probably be necessary for the teacher to provide much of the information for the questions marked by asterisks. It is suggested that the teacher draw wherever possible on information which members of the class may be able to contribute. The following questions may be used to stimulate discussion. They are NOT intended as a script. The following lesson should be conducted as a discussion, not as a question and answer exercise.

	Question	Possible Response
1.	*What does the enriched flour do?	Provides energy. Helps regulate the body.
2.	What foods have flour in them?	*Have the class make a list: bread; cakes; macaroni; cereal.*
3.	What other foods will provide energy?	Almost all foods will supply some energy. The following are particularly good. *Make a list based on class suggestions.*
4.	Shall we eat these in place of flour? Why?	Taste better; more fun to eat; etc.
5.	*What does milk do for us?	Builds or repairs the body
6.	What are some other forms in which we may eat or drink milk?	Milkshake; cheese; ice cream.
7.	*What other foods will also do this?	Meat; eggs; peanut butter; dried beans

Question	Possible Response
8. *Why is milk an especially good food?	Contains all but two of the important nutrients.
9. Should adults drink milk? Why or why not?	*Discuss. Stress that milk is an almost perfect food--therefore adults should drink milk.*
10. *What does the sweet potato do for us?	Helps regulate the body. Contains Vitamin A needed for eyes.
11. How can this be improved?	*Allow students to discuss how they would prepare sweet potatoes.*
12. *What foods can we substitute for this one?	Pumpkin; squash; carrots; spinach; kale.
13. *What does the cup of cabbage do for us?	It helps to regulate our bodies (contains Vitamin C).
14. How can we improve this food?	*Have the class list ways of serving and using cabbage.*
15. *What can we substitute for cabbage?	Oranges; grapefruit; strawberries.
16. *What does fat do for us?	Provides energy.
17. How can we use fat?	*Allow class to suggest how they might use it.*
18. *What other food is also almost pure energy food?	Sugar; honey; whiskey; starchy foods. *The teacher should stress that these foods are poor choices because they provide so few of the other nutrients needed by the body.*
19. What are the things that foods do for our bodies?	Builds and repairs; gives us energy; regulates the body.
20. Give examples of foods used for building and repair, for energy, and for regulation.	*Get as many examples of each as possible. Point out that almost all foods have some value and many are good in more than one way.*

Summary

Complete Worksheets A and B. Worksheet A is intended for all students. Special instructions for this worksheet are given on the next page. Worksheet B is intended for those reading on the third level or better. The instructor must be prepared to help the students complete the forms. After the worksheets have been completed, have the students discuss their answers.

Followup Activity

Invite a nutritionist, cafeteria director, dietitian, or other competent person to give a talk or analyze the dietary pattern of members of the class. Each student who wishes to participate could explain his own pattern of eating and have this analyzed.

Instructions for Worksheet A: *It's Up to You*

This worksheet is designed as a review exercise and a discussion tool. It is intended particularly for students who read on the 0-2 level. The following are suggestions for utilizing the worksheet with the group. These instructions should NOT be read to the class.

This worksheet represents two alternative sets of meals (breakfast, lunch, and dinner) either of which would provide servings of each of the following:

A. Energy food (4 servings)
B. Body building and repair food (4 servings)
C. Body regulating food (4 servings)

Using the chart provided in the background information for the teacher, analyze each of these sets, as follows:

- In the upper right hand corner of each box is a space for indicating the basic function of the food shown.
- Have the students place an "A" in the space thus provided in those boxes showing foods whose function is to provide energy before proceeding to the next step.
- Next have the students place a "B" in the space provided in those boxes showing foods whose basic function is to provide materials for body building and repair.
- Then have the students place a "C" in the space provided in those boxes showing foods whose basic function is to provide materials for body regulation.
- Have the students tally the first set of meals and place the results in the space provided on the right-hand side of the page.
- Have them tally the second set of meals in the space provided on the right-hand side of the page.
- Have the students select a set of meals of their own. They may make new combinations using the foods shown on this page or they may select whatever other foods they may wish. Have them enter their choices in the empty boxes at the bottom of the page.
- Help the students analyze and tally their choices as with the first two sets.

- Have them compare and discuss their choices.

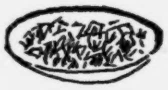
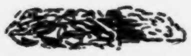
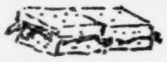
The concepts to be developed are:

- *It is important to eat a variety of foods serving each of the purposes for which we need food.*
- *Milk is an almost perfect food and should be included in everyone's diet.*
- *Eating should be fun. To make meals more pleasant we include such foods as coffee and tea (which have little food value), butter, desserts, and snacks.*

Teacher's Notes

NEW YORK STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development

Student Worksheet A: *It's Up to You*

🌅	☐ CANTALOUP	☐  CEREAL	☐ MILK	☐ ENRICHED BREAD	A__ B__ C__
☀	☐ FRIED EGG	☐ ENRICHED BREAD	☐ APPLE	☐ MILK	
☾	☐  HAMBURGER	☐ RICE	☐ TOMATOES	☐ GREENS	
🌅	☐ FRUIT JUICE	☐ ENRICHED BREAD	☐ MILK	☐ EGG	A__ B__ C__
☀	☐  MEAT SANDWICH		☐ BANANA	☐ MILK	
☾	☐ PORK	☐ POTATOES	☐ GREENS	☐ ENRICHED BREAD	
🌅	☐	☐	☐	☐	A__ B__ C__
☀	☐	☐	☐	☐	
☾	☐	☐	☐	☐	

NEW YORK STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development

Student Worksheet B: *It's Up to You*

Instructions: Read the following sentences carefully. If you think that the sentence is true, place a check in the box next to the word "true." If you think it is wrong, place a check in the box next to the word "false."

1. IT IS VERY IMPORTANT TO EAT DIFFERENT KINDS OF FOODS.

☐ True

☐ False

2. ADULTS NEED AT LEAST SOME MILK EVERY DAY.

☐ True

☐ False

3. VEGETABLES ARE NOT REALLY NEEDED EVERY DAY.

☐ True

☐ False

4. IF YOU HAVE MILK, MEAT, BREAD, FRUIT, VEGETABLES, AND CEREALS EVERY DAY, YOU WILL GET EVERYTHING YOUR BODY NEEDS.

☐ True

☐ False

5. FOODS ARE NEEDED ONLY TO GIVE US ENERGY.

☐ True

☐ False

FOOD IN THE MORNING

Background Material for the Teacher

Breakfast is an important meal. The word breakfast, usually used to describe the morning meal, explains its importance (i.e. this is the meal which breaks the overnight fast). While a person sleeps, the body continues to function. Upon waking, the body needs food for energy and for the body processes. Trying to work without eating is like trying to run a car without gasoline.

The habit of eating food in the morning is a habit which has never been developed by many people while others never miss this meal. A person may not feel hungry when he first awakes, but will feel hungry later. When the hunger pangs begin, the person will think of food instead of keeping his mind on his work. The lack of food in the morning is the reason why some children find it difficult to concentrate in school. Their minds are on food and their hunger. Sometimes a headache results. Adults meet the need for food by having a coffee break in midmorning. A coffee break with doughnut and coffee does not provide many of the materials which are needed by the body for building and repair, energy, and regulation. Eating breakfast gives the body a good start on the day's requirements.

There are no special foods which should be eaten for breakfast. However, it is wise to include some fruit in the meal. Fruits containing ascorbic acid or Vitamin C are the best choices. This group includes oranges, grapefruit, strawberries, tangerines, cantaloup, and tomatoes. They can be eaten in the solid form or drunk as juice. It makes little difference whether it is canned, frozen, or fresh. Vitamin C is a regulating material which is needed by the body each day. Of course the fruit could be eaten at a different time of day, but is more easily forgotten if not eaten in the morning.

Another group of foods which should be included in a morning meal are those which give the body energy. These energy foods would include the many kinds of bread and cereal, pancakes, waffles, biscuits, spaghetti, macaroni, and rice. Any kind is good, but those which are enriched or whole-grained are better because they will supply the body with regulating and building materials as well as energy. Enriched foods have had extra materials added to them so they are similar in value to whole-grained. Foods which have been enriched are marked "enriched" on the label.

There is a third group of foods which is also needed. This group of foods is the protein group, including eggs, milk, peanut butter, beans, hamburger, hot dogs, creamed dried beef, fish, and cheese. These foods are often served in sandwiches.

Food from each of these three groups should be combined to make up a meal for the morning. A traditional breakfast might include orange juice, toast, and eggs. In another culture the morning meal might include cantaloup, beans, and bread. For the child who dislikes cereal and eggs, tomato juice, a hot dog on a roll, and a glass of milk might do.

Coffee is the breakfast drink preferred by many people. It serves as a good wake-up beverage but will not provide the body with the building, regulating, and energy foods needed. The exception to this is the coffee which is prepared in some countries with half milk and half coffee. The addition of small amounts of cream and sugar to black coffee is not enough to provide proper nutrition.

Some people who are attempting to lose weight will skip having food in the morning because they believe that this will help them lose weight. What frequently happens is that the person decides he should have something to eat later in the morning. The food eaten is usually high in energy value, but low in other essential nutrients. Having food in the morning is a wise policy for all.

Suggested Lesson Plan

Aims

- To help students understand the need for food in the morning
- To show that some foods are better choices than others

Motivation

The teacher is best qualified to establish the motivation for this lesson based on his knowledge of the students in his class. The following are only a few examples of the kind of thing which can be done.

- Comment that you missed breakfast in the morning, and haven't felt right all day.
- Ask the students what they like to eat in the morning.
- Ask the students how many of them skip breakfast. How do they feel later in the day when they do?

Development

This lesson should be conducted as an informal discussion. While the students will be able to answer many of the questions, they will also express some myths and fallacies. The teacher should act as a resource person to support the correct answers. When the students do not know the correct answer, the teacher will have to supply it. The teacher should adapt this material freely to suit his own personality and the specific needs of his class. It is NOT intended to be used as a script.

Read or tell the following story. (Ask students to note what happened to the girl and to compare it with any experience which they might have had.)

"Mary Lou, it's time to get up. You're going to be late." Mary Lou rolled over and went back to sleep. Who wanted to get up? A few minutes later Mary Lou's mother called to her again. This time Mary Lou got out of bed. She had to hurry or she would be late. She dressed, grabbed her books, and left. Mary Lou just made it in time.

Several hours later she began to feel hungry. She hadn't had anything to eat this morning and it was a long time since supper last night. Mary Lou kept thinking about how hungry she was. She would like a peanut butter and jelly sandwich. That would taste good. Suddenly she heard her name called. The teacher was calling on her but she had not heard the question. The teacher put a little mark next to her name in his little book. She knew what that meant. But she was hungry. She wished she had eaten some food that morning.

This happens to many people each day. They do not eat anything in the morning. The elevator operator who is thinking of food may miss the floor which his passenger wants. Or the man who operates a machine in a factory, may be thinking of food and not what he is doing. He may have a bad accident. And what about the man driving a car or truck whose mind is on food?

	Question	Possible Response
1.	Why do many people skip breakfast?	Not enough time; not necessary; no one to fix breakfast; don't like breakfast food; can't afford breakfast; trying to lose weight; will have a doughnut and coffee later
2.	Why is food eaten in the morning usually called breakfast?	Breaks the fast; no food eaten for a long time (12 hours)
3.	What kinds of food do we need in the morning?	*List those foods which the class names. Point out those supplying energy, building and repair materials, regulating materials.*
4.	Are coffee and tea foods?	*Get class to react - then explain their role.*
5.	Is it important to eat some food in the morning? Why or why not?	*Discuss. Students may point out dangers mentioned in the story.*
6.	Should some fruit be eaten in the morning? Why or why not?	*Teacher may have to explain importance of Vitamin C from citrus and other fruit.*
7.	What other kinds of food should we eat in the morning?	Energy foods; body building and repair foods (proteins).

Question	Possible Response
8. Name some foods which are rich in energy.	*List.* Sugar; cereal; bread; rice; potatoes; grits; noodles; pancakes
9. Name some foods which help in body building and repair.	*List.* Meat; fish; eggs; cheese; milk; dried beans; peanut butter
10. What can happen to us if we skip breakfast?	*Discuss.* Headache; accidents
11. What are the three kinds of food that should be eaten every morning?	Energy foods; regulating foods; body building and repair foods

Summary

Have students complete worksheets provided. Worksheet A is intended for beginning readers (levels 0-2). Worksheet B is intended for somewhat more advanced readers (levels 2-4). The teacher must make sure that the students understand what they are to do and stand ready to give assistance. After the students have completed their worksheets, they should discuss their answers.

Followup Activity

Arrange for the students to prepare "breakfasts" in the home economics room under supervision by one of the school's home economics teachers.

Instructions for Worksheet A: *Food in the Morning*

This worksheet is designed as a review exercise and a discussion tool. It is intended particularly for students who read on the 0-2 level. The following are suggestions for utilizing the worksheet with the group.

- Have the students place a "1" in the lower right-hand corner of each box showing a food they should like for breakfast tomorrow. Be sure they understand that all the foods they choose would be for one meal.

- After each person has chosen his breakfast:

  1. Explain that the foods shown on the first two lines are particularly rich in energy. Print "A. ENERGY" on the chalkboard. Have the students copy the letter "A" in the first box on the left side of the worksheet.

  2. Explain that the foods shown on the next two lines are particularly rich in body building and repair nutrients (proteins and minerals). Print "B. PROTEINS and MINERALS" on the chalkboard. Have the students copy the letter "B" in the second box on the left side of the worksheet.

3. Explain that the foods shown on the last two lines are particularly rich in body regulating nutrients (vitamins). Print "C. VITAMINS" on the chalkboard. Have the students copy the letter "C" in the third box on the left side of the worksheet.

4. Have the students tally the number of choices made in each of the three groups in the same boxes in which they have printed the letters A, B, and C.

5. Explain that at least one food should have been chosen in each group.

6. Have the students choose a second breakfast, marking their second choices with a "B". Have them discuss and explain the reasons for their second choices.

The concepts to be developed by this discussion and worksheet are:

- *It is important to eat a substantial breakfast to "fuel up" for the day's work.*

- *A good breakfast includes food for energy, body building and repair, and body regulation.*

Teacher's Notes

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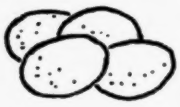
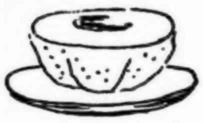
Student Worksheet A: *Food in the Morning*

 BREAD ☐	 PANCAKES ☐	 BUTTER ☐	 SPAGHETTI ☐
 POTATOES ☐	 GRITS ☐	 CEREAL ☐	 CAKE ☐
 EGGS ☐	 MILK ☐	 CHEESE ☐	 MEAT ☐
 FISH ☐	 DRIED BEANS ☐	 ICE CREAM ☐	 PEANUT BUTTER ☐
 ENRICHED BREAD ☐	 ENRICHED CEREAL ☐	 MILK ☐	 TOMATOES ☐
 FRUIT JUICE ☐	 GRAPEFRUIT ☐	 MELON ☐	 CABBAGE ☐

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Student Worksheet B: *Food in the Morning*

Instructions: Read each statement carefully. Place a check in the box next to the word or phrase which best completes the statement.

1. WHEN WE GET UP IN THE MORNING WE NEED TO

   ☐ sleep

   ☐ eat

2. COFFEE

   ☐ has no real food value

   ☐ has real food value

3. EATING SOME KIND OF FRUIT IS

   ☐ a waste of money

   ☐ a good idea

4. WE EAT FOODS LIKE BREAD, CEREAL, GRITS, PANCAKES, AND POTATOES MOSTLY FOR

   ☐ energy

   ☐ body building and repair

5. WE EAT FOODS LIKE MILK, EGGS, CHEESE, MEAT, AND FISH MOSTLY FOR

   ☐ energy

   ☐ body building and repair

BEWARE!

Background Material for the Teacher

Food fads are a big business. New fads are continually appearing. All kinds of products are advertised to give a person the best of health with the least amount of effort. Because of the attractive claims made by the manufacturers of these products, much money is spent on their purchase. Many of these products are very expensive. These fads affect people at all levels of income, but those who have the least knowledge of good dietary habits and often the least income may suffer especially harsh consequences.

There are many forms of food fads. These include:

- Diet supplements including protein supplements and vitamin pills
- Foods and diets which claim to make weight reduction quick and easy
- Statements which imply that modern foods are unsafe
- Foods and diets which will cure any ailment

Some of these fads are based on small bits of sound nutritional information mixed with a great deal of persuasive advertisement. But for many people advertisements are the sole source of nutritional information. They have no criteria by which to judge the soundness of what they hear and see.

There is no substitute for a balanced diet which provides the body with the materials needed for energy, building and repair, and regulation. A balanced diet includes milk and milk products; meat, fish, and eggs; bread and cereal; and fruits and vegetables. It is difficult to get all the materials needed when any one of the food groups is excluded. This is also true of diets for weight reduction. Such diets should have a lower energy value yet still provide all the needed materials.

The effect of some diet supplements such as protein capsules and vitamin pills can also be achieved by eating the foods which provide these materials. For example, drinking the recommended amounts of milk would give the body as much of the needed protein as a recently advertised protein supplement. The milk is much cheaper.

Many of these products are not harmful in themselves. However use of these products can be harmful if they are used in place of sound medical advice. If a person has a question about food and his health, he should contact a doctor. Advertisements and self-made prescriptions are unreliable and dangerous substitutes for sound medical advice.

People should be especially wary of food fads which promise a cure or a dramatic change. Scientific terms and recommendations, whether from a neighbor or a television actor, do not mean that a product will meet the needs of the body. Questions about food fads should be directed to the following sources:

- Your Doctor
- Your Local Health Department
- Your County Medical Society
- Your Local Cooperative Extension Home Economists

Suggested Lesson Plan

Aims

- To alert students to the types of food fads which might face them

- To develop the understanding that a balanced diet provides the body with all the materials it needs

- To help the students understand that special diets, vitamins, and pills should not be taken unless prescribed by a physician

Motivation

Ask: *Have you ever had anything like this happen to you?* (Allow time for the students to relate similar experiences and for discussion after each example. The examples show different situations involving food fads.)

- John was watching television. It was time for an advertisement. The man on television was selling something to give you energy. This liquid would end the tired, worn-out feeling. This product would make him feel like a new man in 24 hours. John had felt tired. Maybe he should buy a bottle.

- Millie was gaining weight. Her clothes did not fit. Her friend, Flo, had been on a diet. She said the diet was easy. All you had to do was join a dieting club. They would give you a diet list. Maybe Millie should join the club and get the diet.

- The salesman knocked at the door. He tried to sell Mrs. Smith a bottle of big pills. He said the pills would give Mrs. Smith's body everything it needed. He said she did not get enough of these things from the food she ate. She and her family would be healthier if they would take these pills. The pills were expensive but maybe she should buy some.

Development

The teacher should freely adapt this material to the needs of his students and to suit his own personality. It is NOT intended as a script.

The following section of the lesson plan should be executed as a discussion, not a question and answer exercise.

Question	Possible Response
1. In what way were these three stories alike?	In each story something was for sale; each thing for sale is supposed to make the person healthier; each thing is easy to get and use.
2. Why is it important to know about vitamin pills, health foods, and special diets?	Many of these kinds of things are for sale. *(Relate to student suggestions).*
3. Do you feel that these things are needed? Why or why not?	*Discuss. Possible response may give idea of the value which should be placed on advertisements on television or testimonials from neighbors.*
4. What about a balanced diet?	A balanced diet is supposed to furnish the body with all the materials needed.
5. What is the purpose of an advertisement?	The purpose of an advertisement is to get you to buy the product.
6. Who can tell you what you need?	Doctor; public health nurse; teacher
7. Why should people learn the facts about health foods, pills, and diets?	Many things are being sold which are supposed to give you a better diet and better health.
8. What is best for you to eat?	The best diet for good health is a balanced diet including the four food groups.
9. Whose advice should you follow if you feel a need to change your diet?	Doctor; public health nurse; dietitian

Summary

Complete Worksheets A and B. Worksheet A is intended for those reading on the 0-2 level. Worksheet B is intended for better readers. The instructor must stand ready to help the students complete the forms. After the worksheets have been completed, have the students discuss their answers.

Followup Activity

Arrange for a qualified expert to talk to the group on food fads and their dangerous consequences.

Instructions for Worksheet A: *Beware*

This worksheet is designed as a review exercise and a discussion tool. It is intended particularly for students who read on the 0-2 level. The following are suggestions for utilizing the worksheet with the group.

- Read each item to or with your class.
- As each item is read, have your students place a check in the box next to the right answer.
- After completing each set, have the students compare and discuss their answers.
- This worksheet is designed to develop the following concepts:

1. *In relation to foods one should seek and follow competent medical and nutritional advice rather than accept television commercials and sales talks.* The first set provides some examples of reliable and unreliable sources of nutritional information. Ask the group to cite other examples.

2. *The four basic foods (i.e. milk products, fruit and vegetables, meat products, and bread and cereals) provide everything the body needs.* Pills, diet fads, and tonics do not. Ask your students to give some examples of each of the four basic foods. In the discussion, stress the importance of having some of each of the four basic foods each day.

Teacher's Notes

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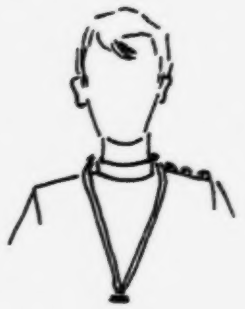
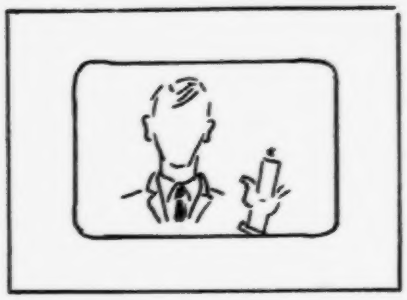
Student Worksheet A: *Beware*

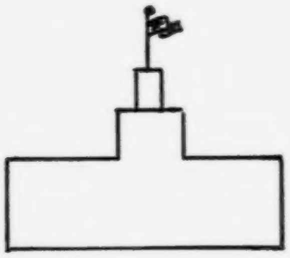
1. WHO DO YOU TRUST?



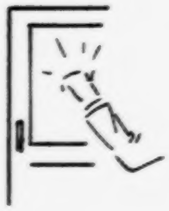
DOCTOR ☐



TV ACTOR ☐

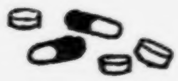


☐ DEPARTMENT OF HEALTH

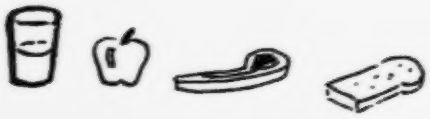


☐ DOOR-TO-DOOR SALESMAN

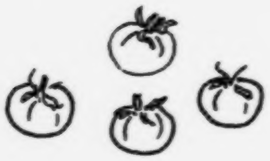
2. WHICH WILL GIVE YOU EVERYTHING YOUR BODY NEEDS?



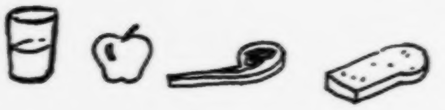
☐ PILLS



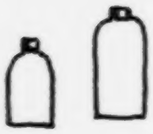
FOUR BASIC FOODS ☐



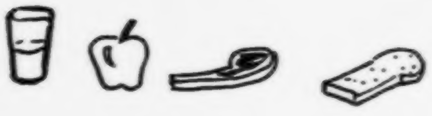
☐ FAD DIET



FOUR BASIC FOODS ☐



☐ TONICS



FOUR BASIC FOODS ☐

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Student Worksheet B: *Beware*

Instructions: Read each statement carefully. Place a check in the box to the left of the phrase which best completes the statement.

1. YOU CAN GET EVERYTHING YOUR BODY NEEDS

   ☐ by taking a pill

   ☐ by eating a balanced diet

   ☐ by eating only special health foods

2. THE PERSON WHO WILL GIVE YOU GOOD ADVICE IF YOU THINK YOU NEED VITAMINS IS

   ☐ a friend

   ☐ a salesman

   ☐ a doctor

3. PEOPLE WHO WANT TO LOSE WEIGHT SHOULD ALWAYS

   ☐ join a dieting club

   ☐ see a doctor

   ☐ stop eating

4. THE CHIEF PURPOSE OF AN "AD" USUALLY IS TO

   ☐ sell a product

   ☐ tell people what they need to know

   ☐ to give reasons for and against something

5. IF YOU FEEL TIRED OR WEAK YOU SHOULD

   ☐ buy pills

   ☐ buy special foods

   ☐ see a doctor

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TEACHER'S EVALUATION FORM: *Social Living Skills Materials*

Health and Nutrition

Check (✓) the appropriate comments below:

1. The Teachers' Manuals:
   Philosophy and Techniques
   Keep Well with Vaccine
   Shots for Your Health

provide adequate background material ____
provide specific help ____
show little relevance to your situation ____

Comments and Suggestions:

---

2. The lesson plans are:

well-organized and meaningful ____
helpful in teaching classes ____
appropriate for your classes ____
lacking in varied techniques ____
trying to cover too much ____

Comments and Suggestions:

---

3. The filmstrip,
   Shots for Your Health

stimulates class interest ____
is helpful in stressing concepts ____
presents pertinent content ____
lacks appropriateness ____
possesses little value ____

Comments and Suggestions:

---

4. The flipchart,
   Keep Well with Vaccine

stimulates class interest ____
is helpful in stressing concepts ____
presents pertinent content ____
lacks appropriateness ____
possesses little value ____

Comments and Suggestions:

cut here

ERIC Clearinghouse
JUL 10 1968
on Adult Education

FOR HEALTH AND NUTRITION
LESSON PLANS

adult basic education

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT/ALBANY

INSTRUCTIONS FOR USING THE MATERIALS IN THIS PUBLICATION

The following pages are designed as master copies of the worksheets which are attached to the lesson plans in the lesson plan manual. They may be used in any of the following ways:

- Use them to make thermal masters in any thermal copier.
- Use them to make electronic stencils if the necessary equipment is available.
- Use those which are illustrated as visuals with an opaque projector following the directions found in the flipchart manual.
- Use them to make transparencies for overhead projection following the directions found in the flipchart manual.
- Use them to have duplicating masters or stencils made commercially.

In any case, store these pages in a file holder, manila envelope, or other safe place to which they may be returned after each use. Duplicating masters and stencils may also be saved to be used again as needed.

The worksheets themselves should be used to reinforce and review the lessons. The instructions given in the *Lesson Plan Manual* should be followed carefully, particularly those which refer to the illustrated worksheets. Students should take the worksheets home where they may provide the following:

- Additional reinforcement
- Opportunities for further dissemination of information
- Material for children to color and bring to school for bulletin boards or "show and tell" activities (providing opportunities for parents to teach their children and help them to experience success in school)

Additional uses for these materials may develop. Each teacher using the material should feel free to experiment and share his ideas with others.

Page numbers refer to pages as numbered in the *Lesson Plan Manual*.

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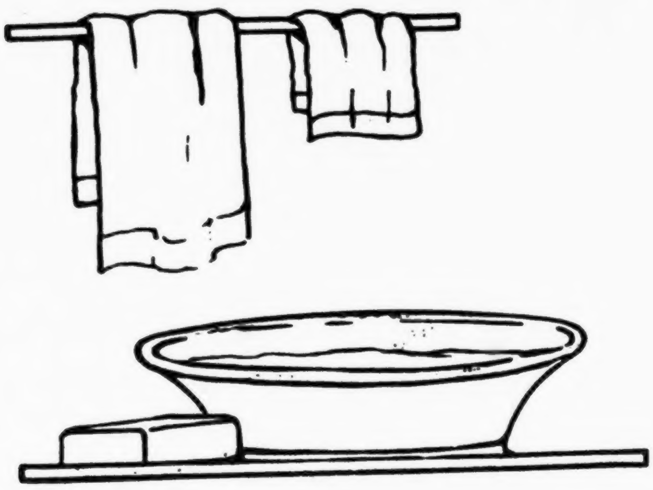
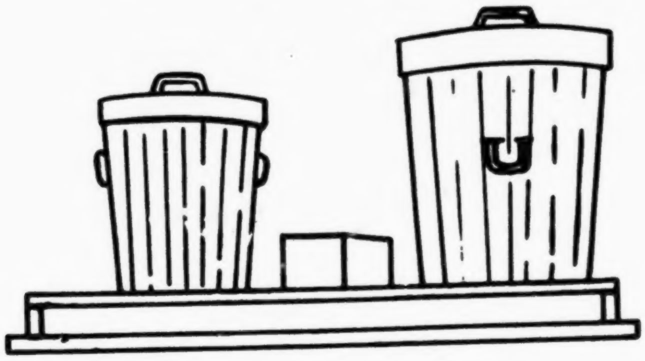
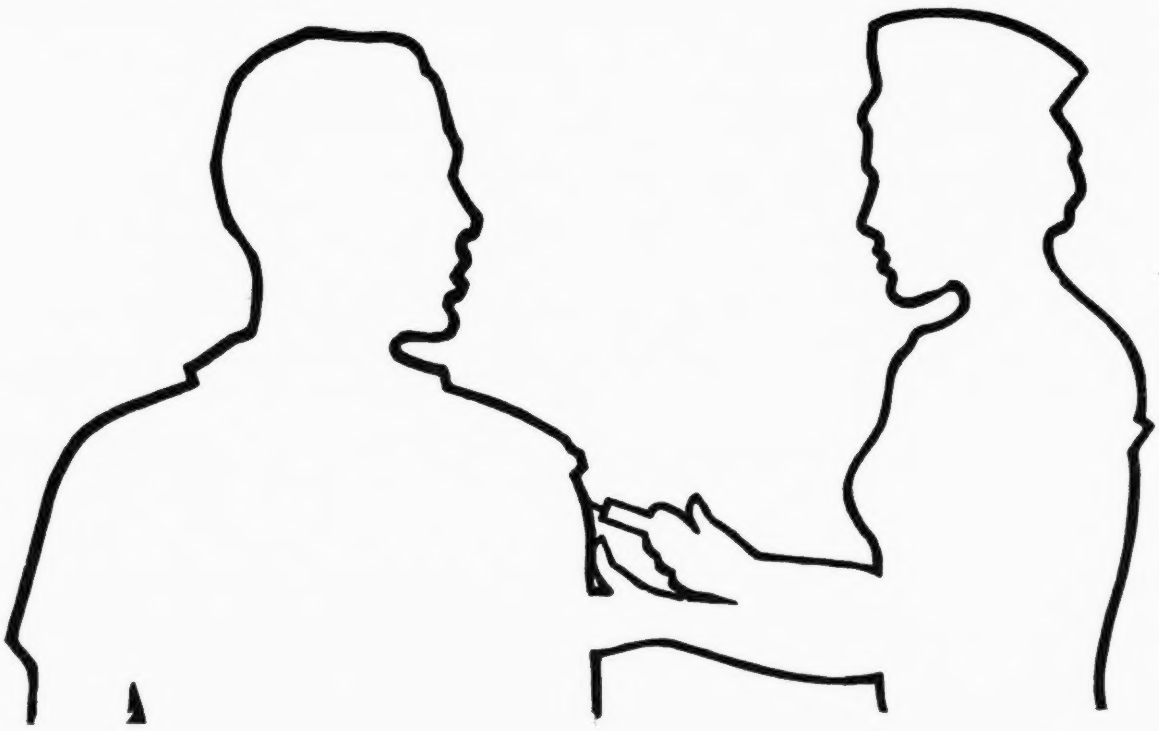
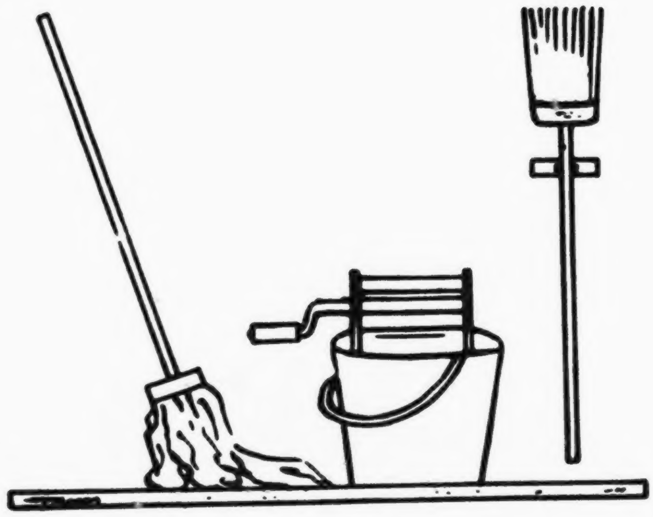
Student Worksheet A: *Shots and Immunization*

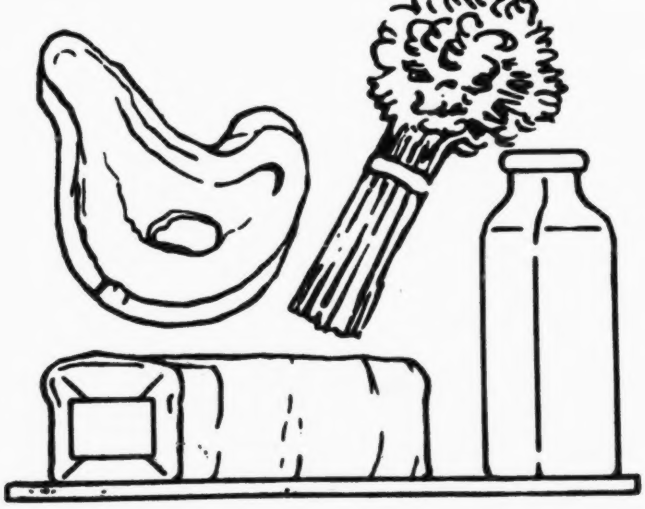
to stay healthy...











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Student Worksheet B: *Shots and Immunization*

Instructions: Look at the following sentences. Put a check in the correct box or boxes. Remember, there may be more than one right answer to some questions.

1. IT IS BEST TO BE VACCINATED

   ☐ when you get sick

   ☐ before you get sick

   ☐ after you get sick

2. VACCINATION

   ☐ always lasts forever

   ☐ may not last forever

   ☐ does no good

3. TETANUS (LOCKJAW) CAUSES

   ☐ pain in jaws and throat

   ☐ fever

   ☐ headache

4. GERMS GET INTO YOUR BODY

   ☐ through the mouth

   ☐ through the nose

   ☐ through a cut or break in the skin

5. PROTECTION FROM TETANUS IS NEEDED BY

   ☐ men

   ☐ women

   ☐ children

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Student Worksheet A: *Measles*

Instructions: Look at the following examples. Put a check in the correct boxes. There may be more than one correct answer in each item.

1. MEASLES

☐ is not dangerous

☐ is dangerous to adults

☐ is dangerous to small children

2. YOUR CHILD NEEDS TO BE VACCINATED

☐ before he is sick

☐ while he is sick

☐ when his friends are sick

3. SIGNS OF MEASLES

☐ rash

☐ sneezing

☐ red, watery eyes

4. YOUR CHILD HAS MEASLES. HE MUST

☐ see his friends

☐ see TV

☐ rest

5. WHO NEEDS MEASLES VACCINE?

☐ a 1 year old child

☐ his 5 year old brother

☐ his 25 year old mother

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Student Worksheet B: *Measles*

Place a check in the box to the left of those things which are common signs that someone has measles.

- ☐ red, watery eyes
- ☐ sneezing
- ☐ green skin
- ☐ runny nose
- ☐ red rash
- ☐ fever

Place a check in the box to the left of those things which should be done for children who have measles.

- ☐ Get medical help.
- ☐ Keep their eating things separate.
- ☐ Follow the doctor's advice.
- ☐ Keep the room dark.

Place a check in the box to the left of the possible dangers of the disease.

- ☐ Brain damage
- ☐ Ear infection
- ☐ Pneumonia
- ☐ Spreads quickly (very catching)

Place a check in the box to the left of those of the following suggestions which make sense in keeping the disease from spreading.

- ☐ Vaccinating the children who are not sick
- ☐ Boiling clothing and bedlinens of the sick child
- ☐ Using paper handkerchieves and burning them
- ☐ Overcoming the natural desire to let the child have company or hold him in your arms to comfort him when he is sick
- ☐ Scolding him for being sick
- ☐ Keeping his friends away

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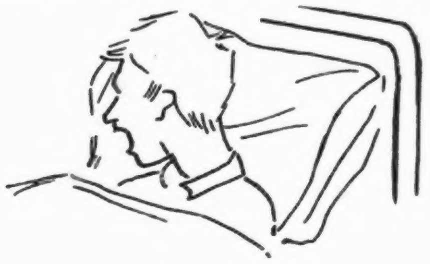
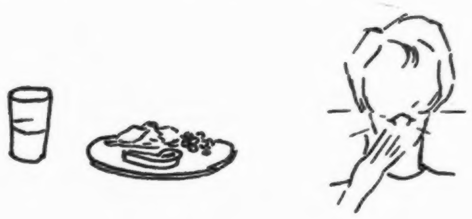
Student Worksheet A: *Tuberculosis*

1. GEORGE SLEEPS A LOT. HE IS STILL TIRED. HE NEEDS TO



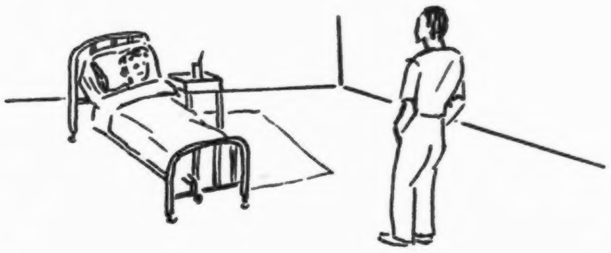
☐ SLEEP LESS
☐ EAT LESS
☐ HAVE A CHEST X-RAY

2. BETTY IS NOT HUNGRY. SHE COUGHS A LOT. SHE NEEDS TO



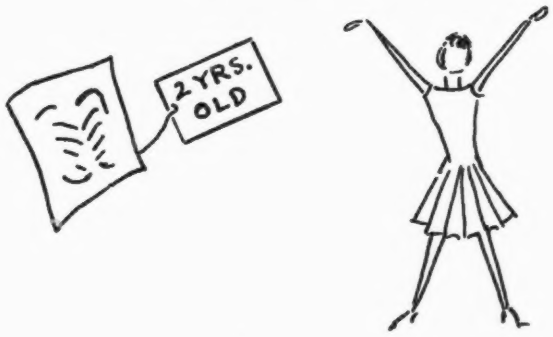
☐ SLEEP LESS
☐ EAT LESS
☐ HAVE A CHEST X-RAY

3. JOHN'S SISTER HAS TB. JOHN NEEDS TO



☐ STAY AT HOME
☐ EAT LESS
☐ HAVE A CHEST X-RAY

4. MARY HAD A CHEST X-RAY TAKEN TWO YEARS AGO. SHE IS FEELING WELL.



SHE NEEDS TO

☐ EAT LESS
☐ SLEEP LESS
☐ HAVE ANOTHER CHEST X-RAY

5. BOB FEELS TIRED. HE COUGHS. HE DOES NOT WANT TO EAT.

☐ HE HAS TB.
☐ HE DOES NOT HAVE TB.
☐ ONLY A DOCTOR CAN TELL IF HE HAS TB.

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Student Worksheet B: *Tuberculosis*

Instructions: Look at the following sentences. Put a check in the correct box or boxes. Remember, there may be more than one right answer to some questions.

1. TUBERCULOSIS (TB)

   ☐ can be inherited

   ☐ is caused by a germ

2. TUBERCULOSIS (TB)

   ☐ can be cured

   ☐ cannot be cured

   ☐ is not a serious sickness

3. TUBERCULOSIS (TB)

   ☐ is easy to spot

   ☐ is hard to spot

   ☐ only the sick person can really tell

4. EVERYONE SHOULD HAVE A CHEST X-RAY ONCE

   ☐ each year

   ☐ every 5 years

   ☐ every 10 years

5. TREATMENT FOR TB USUALLY INCLUDES:

   ☐ resting

   ☐ staying in a hospital

   ☐ eating less food

   ☐ taking medicine

   ☐ visiting the doctor

   ☐ eating good food

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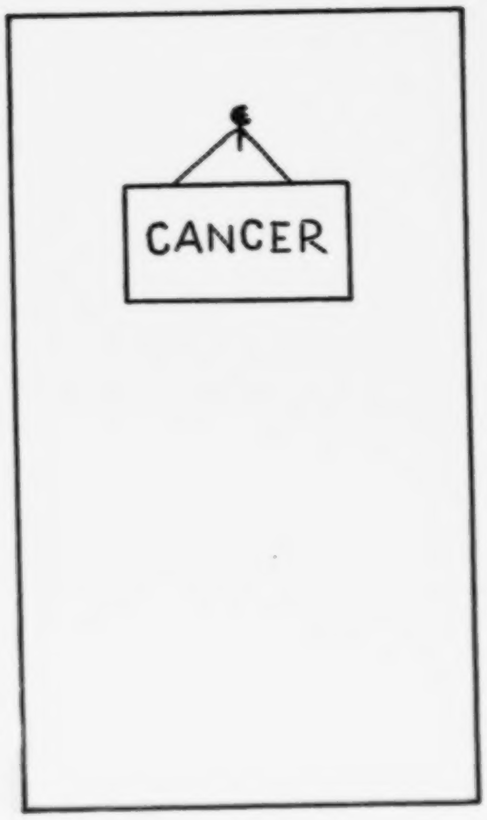
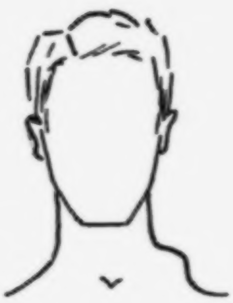
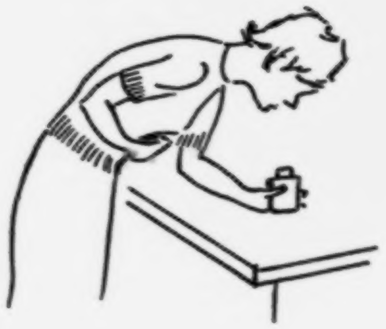
Student Worksheet A: *Cancer*

WARNING SIGNALS

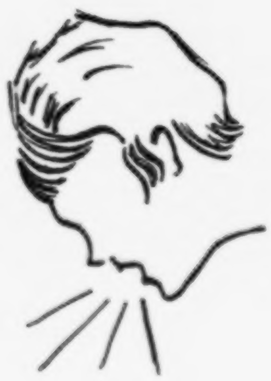




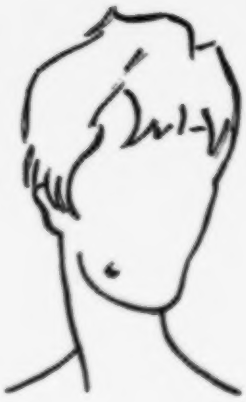
A LUMP UNDER THE SKIN



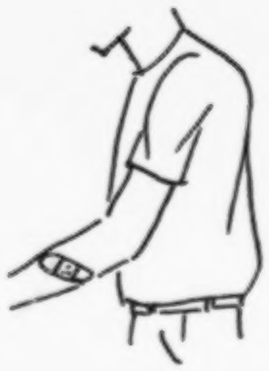
STOMACH TROUBLE THAT DOES NOT GO AWAY



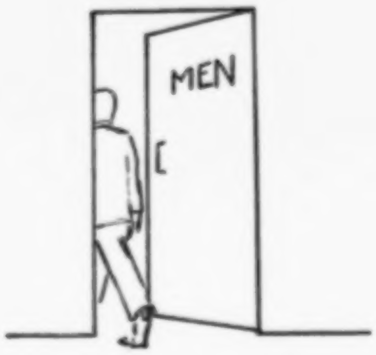
HOARSENESS OR COUGH THAT DOES NOT GO AWAY



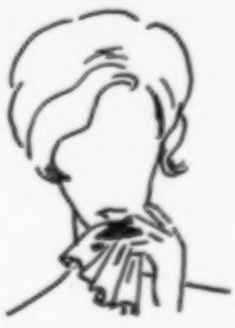
A WART OR MOLE THAT CHANGES COLOR OR GROWS



A SORE THAT DOES NOT HEAL



A CHANGE IN TOILET HABITS



BLEEDING FROM ANY OPENING IN YOUR BODY

THE UNIVERSITY OF THE STATE OF NEW YORK
Bureau of Continuing Education Curriculum Development

Student Worksheet B: *Cancer*

Instructions: Place a check in the box next to the word or phrase which correctly answers or completes the statement.

1. WHICH OF THESE ARE EARLY SIGNS OF CANCER?

Unusual bleeding ☐
Indigestion ☐
Change in toilet habits ☐
Hoarsness or cough ☐
Long fingernails ☐
Overeating ☐
A lump or thickening ☐
A change in the color or size of a mole or wart ☐
A sore that does not heal ☐

2. CANCER IS ALWAYS

☐ fatal
☐ dangerous
☐ easy to cure

3. CANCER

☐ is inherited
☐ is caused by a germ
☐ may be caused by many different things

4. SECRET "CURES" AND "TREATMENTS"

☐ are worthless
☐ work very well

5. IF YOU THINK YOU MAY HAVE CANCER

☐ see a medical doctor
☐ get in touch with the American Cancer Society
☐ wait to see if it will go away

NEW YORK STATE EDUCATION DEPARTMENT
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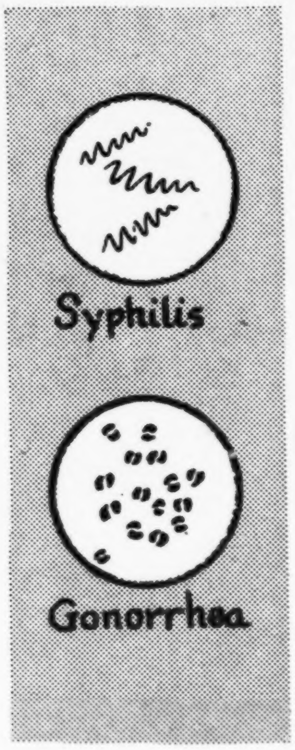
1. DISEASES WHICH PASS QUICKLY FROM PERSON TO PERSON ARE SAID TO BE
   - A. catching ☐
   - B. not catching ☐

2. MEASLES AND TB ARE DISEASES WHICH ARE
   - A. catching ☐
   - B. not catching ☐



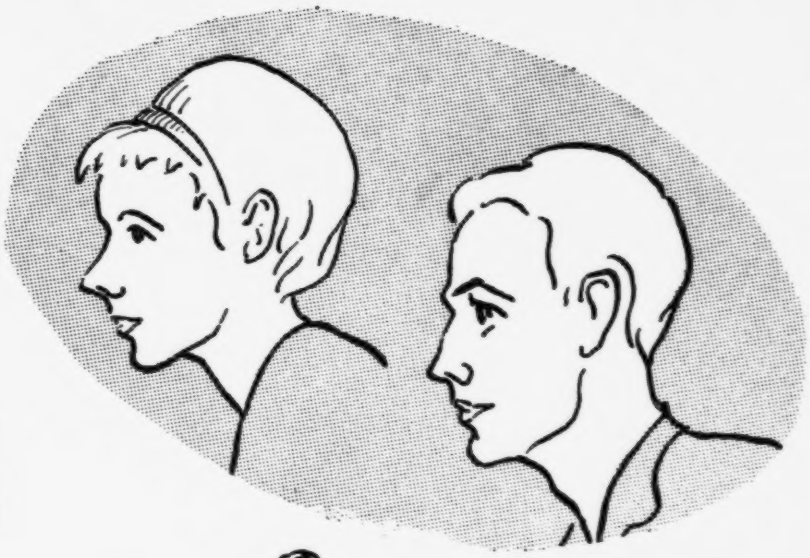
3. SYPHILIS AND GONORRHEA ARE DISEASES WHICH ARE ALSO
   - A. catching ☐
   - B. not catching ☐

4. THEY ARE CAUSED BY
   - A. germs ☐
   - B. immoral behavior ☐

5. THE GERMS WHICH CAUSE SYPHILIS AND GONORRHEA CAN LIVE *ONLY* IN
   - A. people ☐
   - B. dirt ☐

6. OUTSIDE OF PEOPLE, THEY
   - A. die quickly ☐
   - B. will live for many years ☐

7. ALMOST THE ONLY WAY THESE GERMS OF SYPHILIS AND GONORRHEA CAN GO FROM ONE PERSON TO ANOTHER IS WHEN THESE PEOPLE ARE
   - A. touching skin to skin ☐
   - B. writing letters to each other ☐



8. THIS IS THE STORY OF BETTY. SHE IS A

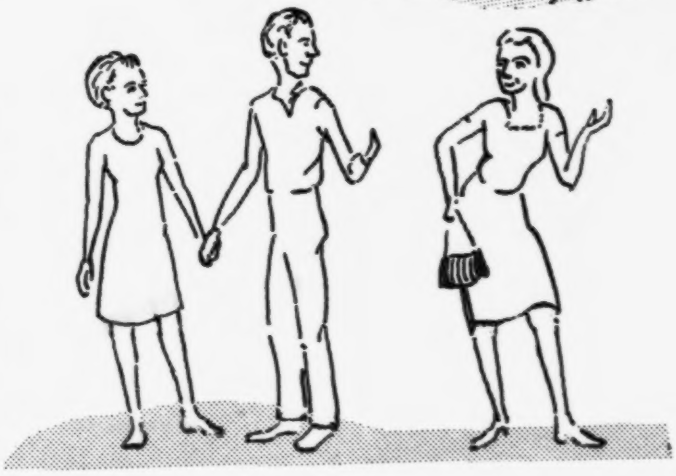
   A. girl ☐

   B. boy ☐

9. SHE MET BOB. HE IS A

   A. girl ☐

   B. boy ☐



10. SHE THOUGHT THAT THEY WOULD GET

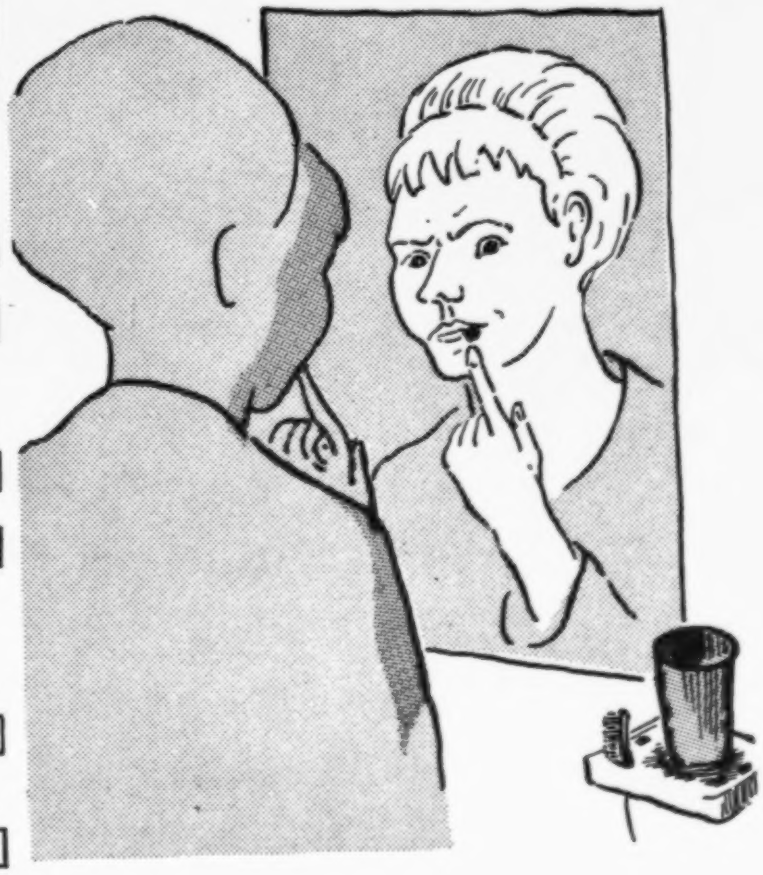
    A. married ☐

    B. divorced ☐

11. HE RAN AROUND

    A. with other girls ☐

    B. to the door ☐



12. A WEEK LATER SHE HAD A SMALL

    A. sore ☐

    B. party ☐

13. THE SORE MADE HER

    A. foot hurt ☐

    B. worry ☐

14. IT COULD BE AN EARLY SIGN OF

    A. mumps ☐

    B. VD ☐

15. GONORRHEA (THE CLAP) IS ONE KIND OF VD. ANOTHER IS

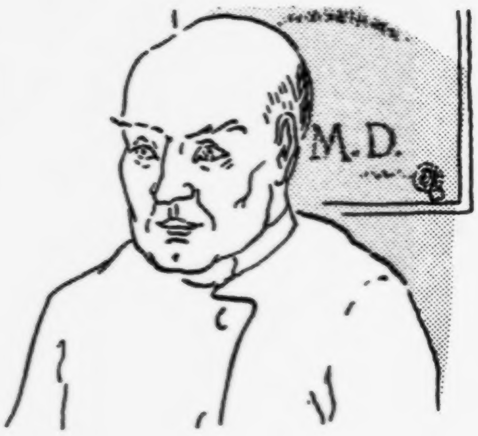
    A. syphilis (syph, bad blood, Old Joe's, lues) ☐

    B. measles ☐

16. THIS DISEASE CAN BE CURED BY A

A. medical doctor ☐

B. "quack" ☐



17. THE CURE IS

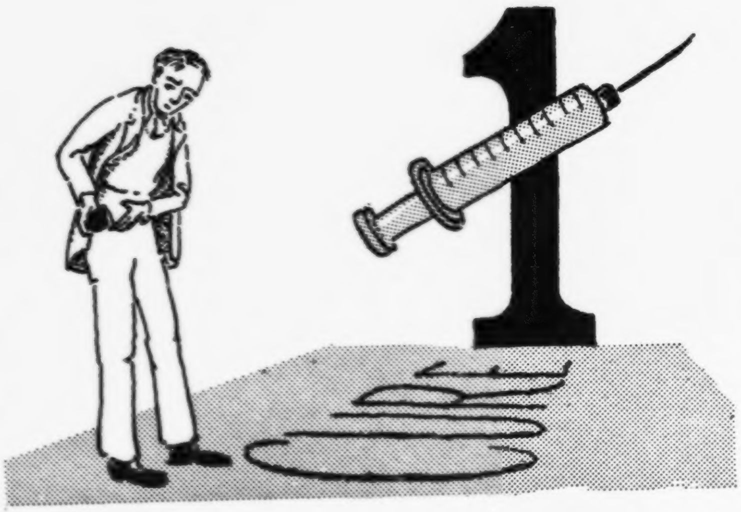
A. hard ☐

B. easy ☐

18. IT TAKES ONLY ONE

A. treatment ☐

B. second ☐



19. THE TREATMENT COSTS

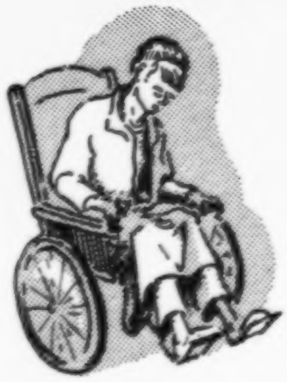
A. very little ☐

B. very much ☐

20. IF SHE CANNOT PAY, THE TREATMENT IS

A. free ☐

B. unnecessary ☐



21. IF THE GIRL DOES NOT GO TO A DOCTOR, SHE WILL GET

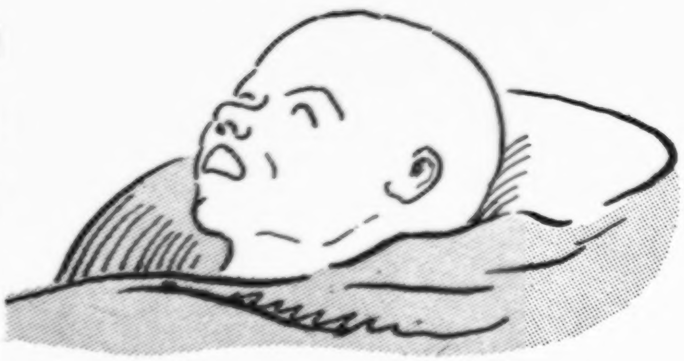
A. well ☐

B. worse ☐

22. IF SHE HAS A CHILD, IT MAY BE BORN

A. sick ☐

B. well ☐



23. BETTY IS SICK WITH

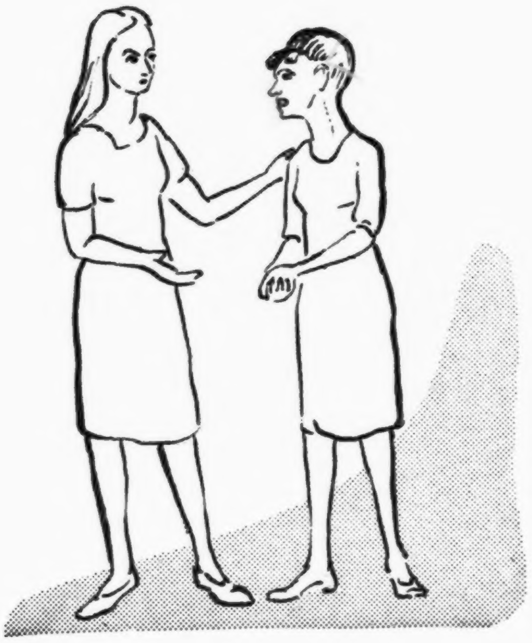
A. worry ☐

B. joy ☐

24. JENNY IS HER

A. friend ☐

B. enemy ☐



25. JENNY SEES THAT HER FRIEND IS

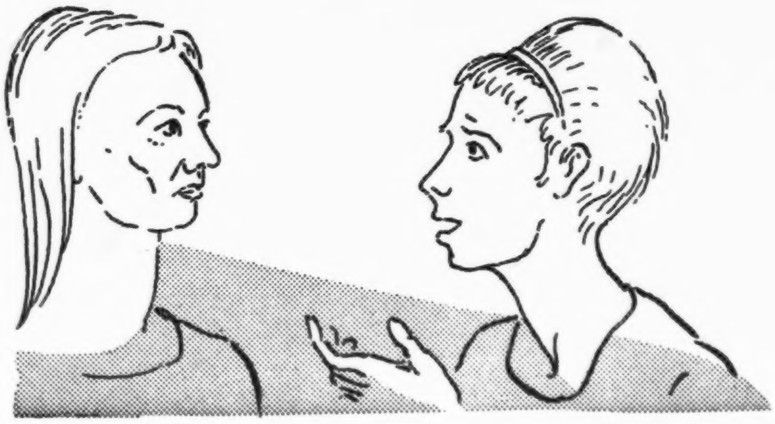
A. happy ☐

B. worried ☐

26. JENNY ASKS BETTY TO TELL HER WHY SHE IS

A. happy ☐

B. worried ☐



27. AT LAST BETTY TELLS JENNY WHY SHE IS

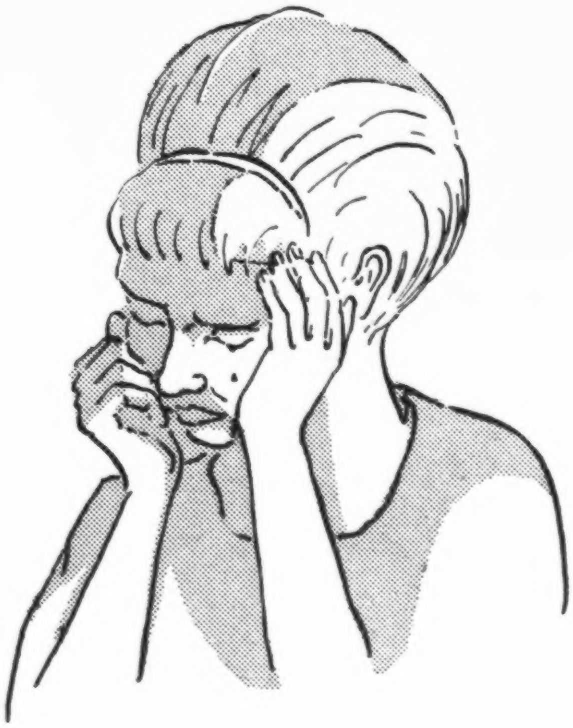
A. happy ☐

B. worried ☐

28. SHE THINKS SHE MAY HAVE

A. mumps ☐

B. VD ☐



29. SHE IS

A. proud ☐

B. ashamed ☐

30. SHE IS

A. cheerful ☐

B. afraid ☐

31. SHE DOES NOT KNOW

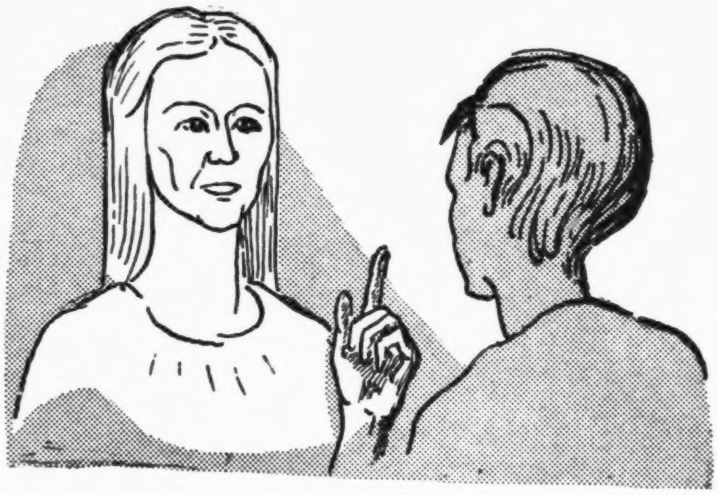
A. what to do ☐

B. Jenny ☐

32. JENNY TELLS HER SHE MUST

A. see a medical doctor ☐

B. see a "quack" ☐



33. IF SHE DOES NOT SEE A DOCTOR, THE SORE WILL GO AWAY, BUT SHE WILL HAVE

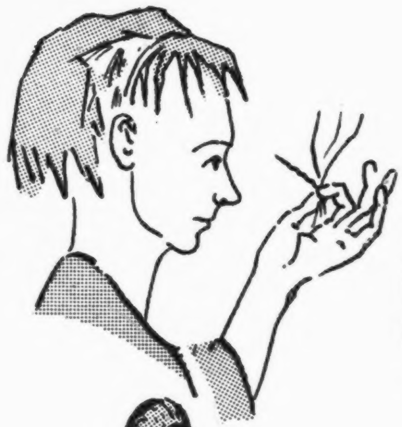
A. more and more germs ☐

B. fewer and fewer germs ☐

34. HER HAIR MAY

A. look better ☐

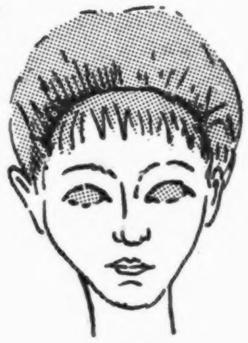
B. fall out ☐



35. SHE MAY

A. have good eyesight ☐

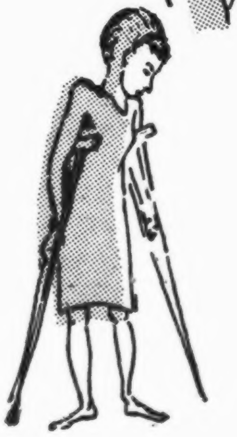
B. become blind ☐



36. SHE MAY BECOME

A. an athlete ☐

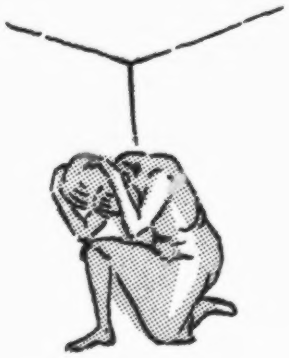
B. crippled ☐



37. SHE MAY BECOME

A. insane ☐

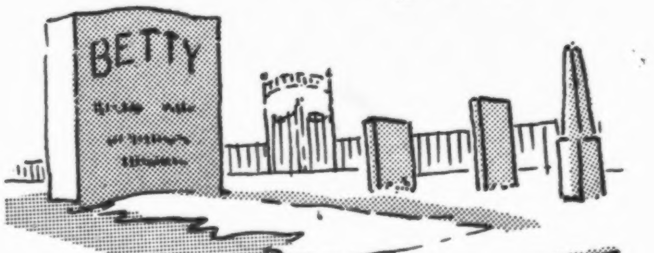
B. very smart ☐



38. THE DISEASE WILL FINALLY

A. go away by itself ☐

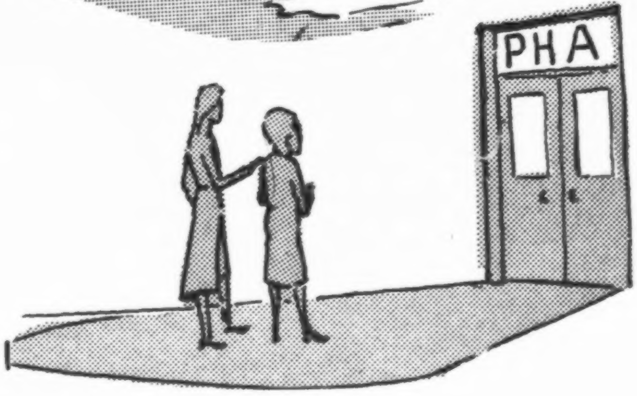
B. kill her ☐



39. JENNY TOOK BETTY TO THE DEPARTMENT OF HEALTH TO SEE THE

A. Public Health Advisor ☐

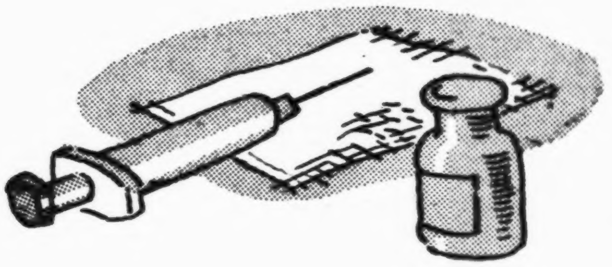
B. water fountains ☐



40. THE PUBLIC HEALTH ADVISOR SAYS THAT HE MUST ALSO SEE THE BOYS SHE KNEW SO THAT HE CAN BE SURE THAT THEY TOO WILL BE

A. cured ☐

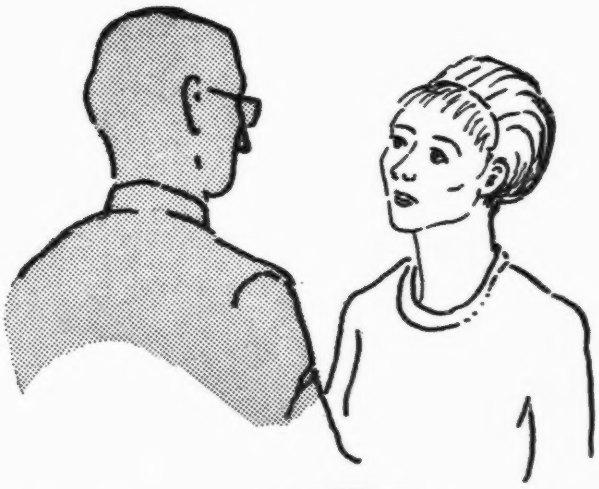
B. infected ☐



41. HE SENT HER TO A

A. medical doctor ☐

B. "quack" ☐



42. THE DOCTOR TREATED HER LIKE ANY OTHER

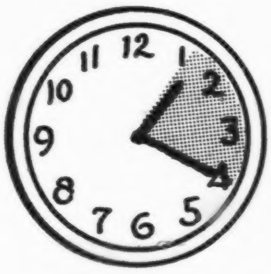
A. student ☐

B. patient ☐

43. THE TREATMENT DID NOT HURT OR TAKE MUCH

A. time ☐

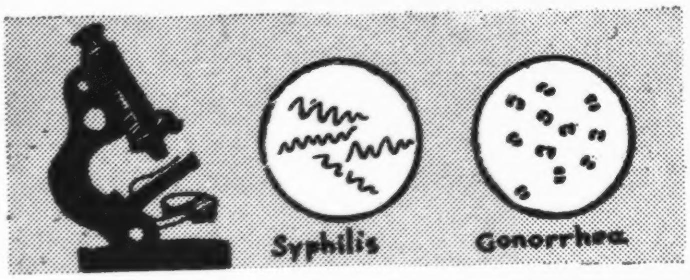
B. mail ☐



44. SYPHILIS IS ONE OF TWO KINDS OF VD FOUND IN OUR COUNTRY. THE OTHER IS

A. gonorrhea ☐

B. measles ☐



45. IT CAN CAUSE ARTHRITIS

A. heart trouble ☐

B. fire ☐

46. IT CAN MAKE IT IMPOSSIBLE FOR PEOPLE TO HAVE

A. pets ☐

B. children of their own ☐

47. ITCHING OF THE SEX ORGANS AND A YELLOWISH DISCHARGE ARE SIGNS OF

A. gonorrhea ☐

B. head cold ☐

48. THE TREATMENT FOR GONORRHEA IS THE SAME AS THE TREATMENT FOR

A. a broken arm ☐

B. syphilis ☐

49. ANYONE WHO THINKS HE MAY HAVE VD SHOULD

A. seek help ☐

B. do nothing ☐

50. THE PUBLIC HEALTH ADVISOR IS THERE TO

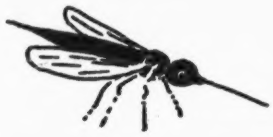
A. help people ☐

B. help germs ☐

NEW YORK STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development

Student Worksheet A: *Keep Your Food Safe*

PUT A CHECK IN EACH BOX WHICH SHOWS A PICTURE OF A PLACE WHERE GERMS WOULD PROBABLY BE FOUND.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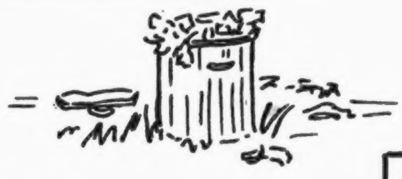
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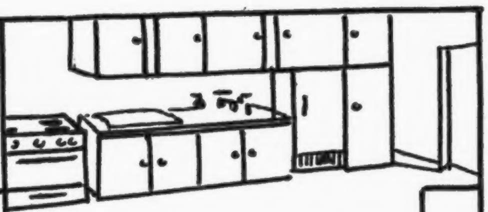
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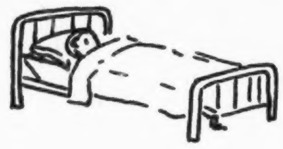
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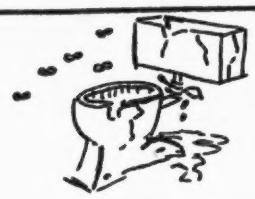
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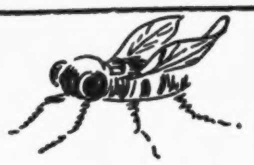
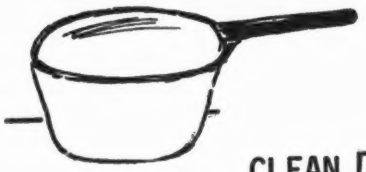
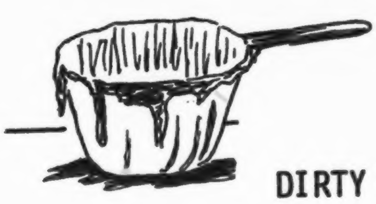
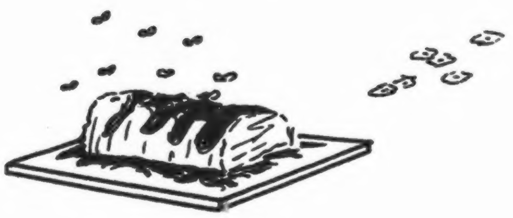

☐

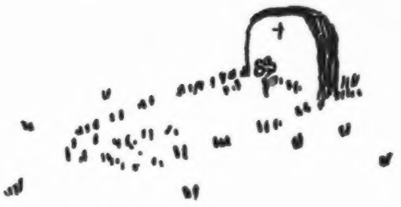
PLACE A CHECK NEXT TO THE POT WHICH IS SAFE TO USE.


CLEAN ☐

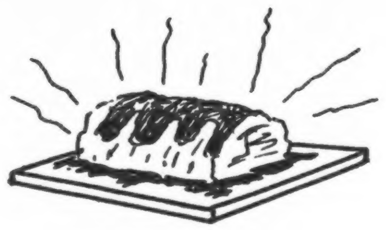

DIRTY ☐

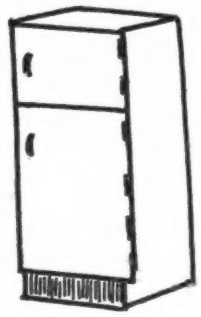
LEAVING FOOD AROUND IS


OK ☐


BAD ☐

HOT FOOD SHOULD BE





ALLOWED TO COOL BEFORE IT IS PUT AWAY ☐

PUT AWAY HOT FROM THE OVEN ☐

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Bureau of Continuing Education Curriculum Development

Student Worksheet B: *Keeping Your Food Safe*

Instructions: Place a check in the box to the left of the word or phrase which best completes each of the following statements.

1. FOOD TO BE EATEN HOT SHOULD BE KEPT
   - ☐ warm
   - ☐ hot

2. FOOD TO BE EATEN COLD SHOULD BE KEPT
   - ☐ cold
   - ☐ warm

3. HANDS SHOULD BE WASHED
   - ☐ before touching food
   - ☐ after touching food

4. PLATES, POTS, AND SPOONS ARE WASHED
   - ☐ to keep germs out of food
   - ☐ to look better

5. HOT FOOD
   - ☐ should not be put in the refrigerator
   - ☐ should be put in the refrigerator

6. FOOD IS KEPT COVERED
   - ☐ to keep flies from eating it
   - ☐ to keep germs out

7. MOST GERMS GROW BEST WHERE IT IS
   - ☐ cold
   - ☐ warm
   - ☐ hot

8. BACTERIA GROW
   - ☐ equally well in all foods
   - ☐ better in some foods than in others

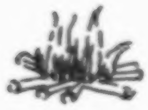
9. THE BEST WAY TO TELL THAT FOOD IS SAFE IS
   - ☐ see how it looks and smells and tastes
   - ☐ to handle it

10. FOOD IS
    - ☐ always dangerous
    - ☐ only dangerous when people are careless

NEW YORK STATE EDUCATION DEPARTMENT
Bureau of Continuing Education Curriculum Development

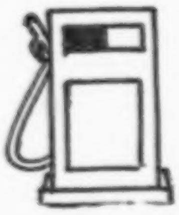
Student Worksheet A: *Why Do We Need Food*

1.



WOOD MAY KEEP US

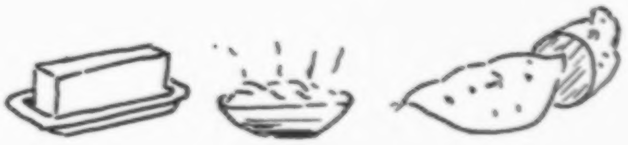
WARM ☐ COLD ☐



GAS GIVES A CAR THE ENERGY TO

☐ STOP

☐ MOVE

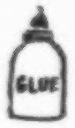


THESE FOODS GIVE US ENERGY WITH WHICH TO

☐ KEEP WARM

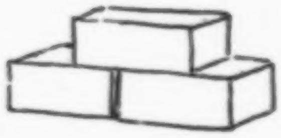
☐ MOVE

2.



GLUE IS USED TO BUILD OR REPAIR

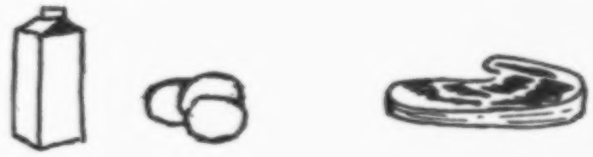
☐ CHAIRS ☐ OUR BODIES



BRICKS ARE USED TO BUILD OR REPAIR

☐ OUR BODIES

☐ HOUSES

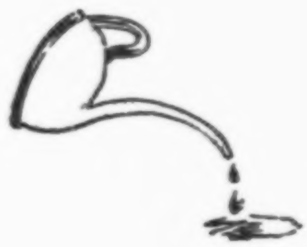


THESE FOODS ARE USED TO BUILD OR REPAIR

☐ OUR BODIES

☐ HOUSES

3.

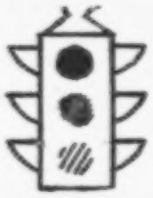


OIL REGULATES

MACHINES ☐

OUR BODIES ☐

TRAFFIC ☐

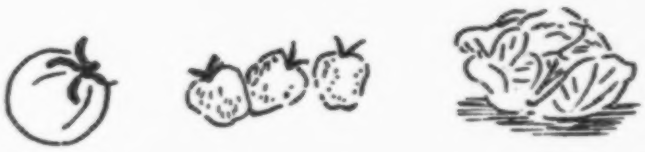


THIS LIGHT REGULATES

☐ MACHINES

☐ OUR BODIES

☐ TRAFFIC



THESE FOODS REGULATE

☐ MACHINES

☐ OUR BODIES

☐ TRAFFIC

NEW YORK STATE EDUCATION DEPARTMENT
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Student Worksheet B: *Why Do We Need Food?*

Instructions: Read each of these statements carefully. If it is true, place a check in the box next to true. Otherwise check the box next to false.

1. ONLY CHILDREN NEED BUILDING AND REPAIR FOODS.

   True ☐

   False ☐

2. WHEN THE BODY DOES NOT HAVE ENOUGH ENERGY FOOD, IT TAKES ENERGY FROM ITS OWN FLESH.

   True ☐

   False ☐

3. SOME THINGS IN THE FOOD WHICH A PERSON EATS HELP THE BODY STAY AT ONE TEMPERATURE.

   True ☐

   False ☐

4. FOOD IS NOT NEEDED FOR ENERGY FOR THE BEATING OF THE HEART AND THE DIGESTION OF FOOD.

   True ☐

   False ☐

5. A DIET CONTAINING FOODS FOR ENERGY, BUILDING AND REPAIR, AND BODY REGULATION SUBSTANCES IS NEEDED TO HELP GIVE A PERSON GOOD HEALTH.

   True ☐

   False ☐

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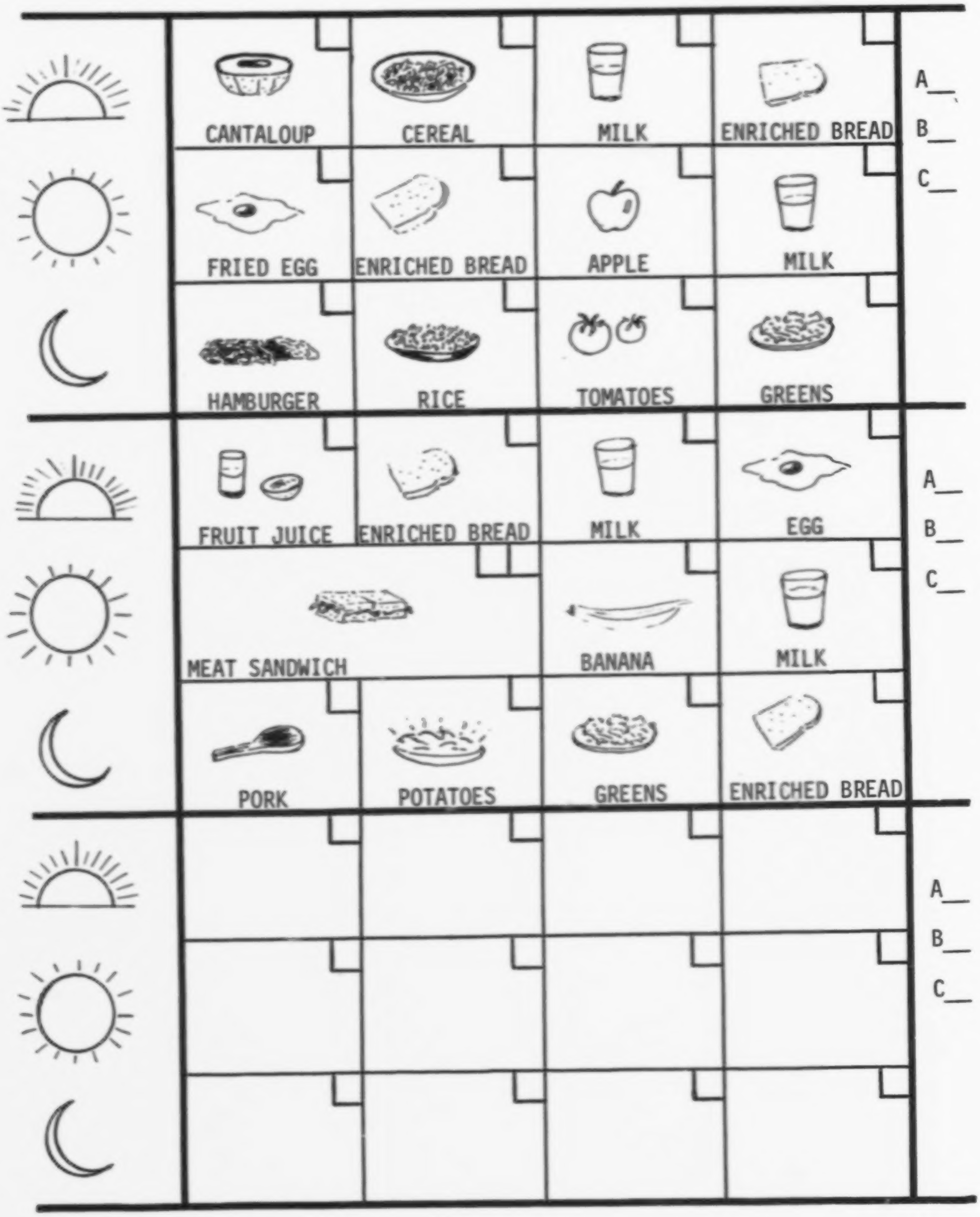
Student Worksheet A: *It's Up to You*


CANTALOUP
CEREAL
MILK
ENRICHED BREAD
A__
B__
C__
FRIED EGG
ENRICHED BREAD
APPLE
MILK
HAMBURGER
RICE
TOMATOES
GREENS
FRUIT JUICE
ENRICHED BREAD
MILK
EGG
A__
B__
C__
MEAT SANDWICH
BANANA
MILK
PORK
POTATOES
GREENS
ENRICHED BREAD
A__
B__
C__

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Student Worksheet B: *It's Up to You*

Instructions: Read the following sentences carefully. If you think that the sentence is true, place a check in the box next to the word "true." If you think it is wrong, place a check in the box next to the word "false."

1. IT IS VERY IMPORTANT TO EAT DIFFERENT KINDS OF FOODS.

   ☐ True

   ☐ False

2. ADULTS NEED AT LEAST SOME MILK EVERY DAY.

   ☐ True

   ☐ False

3. VEGETABLES ARE NOT REALLY NEEDED EVERY DAY.

   ☐ True

   ☐ False

4. IF YOU HAVE MILK, MEAT, BREAD, FRUIT, VEGETABLES, AND CEREALS EVERY DAY, YOU WILL GET EVERYTHING YOUR BODY NEEDS.

   ☐ True

   ☐ False

5. FOODS ARE NEEDED ONLY TO GIVE US ENERGY.

   ☐ True

   ☐ False

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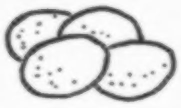
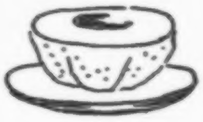
Student Worksheet A: *Food in the Morning*

 BREAD ☐	 PANCAKES ☐	 BUTTER ☐	 SPAGHETTI ☐
 POTATOES ☐	 GRITS ☐	 CEREAL ☐	 CAKE ☐
 EGGS ☐	 MILK ☐	 CHEESE ☐	 MEAT ☐
 FISH ☐	 DRIED BEANS ☐	 ICE CREAM ☐	 PEANUT BUTTER ☐
 ENRICHED BREAD ☐	 ENRICHED CEREAL ☐	 MILK ☐	 TOMATOES ☐
 FRUIT JUICE ☐	 GRAPEFRUIT ☐	 MELON ☐	 CABBAGE ☐

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Student Worksheet B: *Food in the Morning*

Instructions: Read each statement carefully. Place a check in the box next to the word or phrase which best completes the statement.

1. WHEN WE GET UP IN THE MORNING WE NEED TO

☐ sleep

☐ eat

2. COFFEE

☐ has no real food value

☐ has real food value

3. EATING SOME KIND OF FRUIT IS

☐ a waste of money

☐ a good idea

4. WE EAT FOODS LIKE BREAD, CEREAL, GRITS, PANCAKES, AND POTATOES MOSTLY FOR

☐ energy

☐ body building and repair

5. WE EAT FOODS LIKE MILK, EGGS, CHEESE, MEAT, AND FISH MOSTLY FOR

☐ energy

☐ body building and repair

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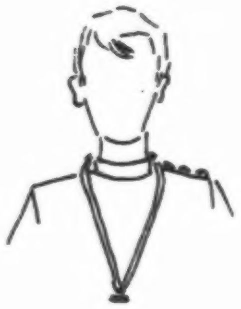
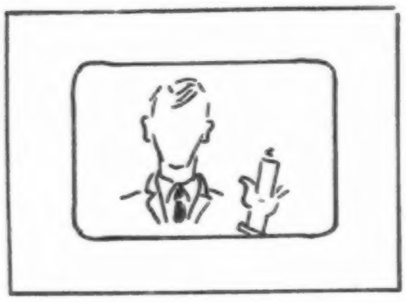
Student Worksheet A: *Beware*

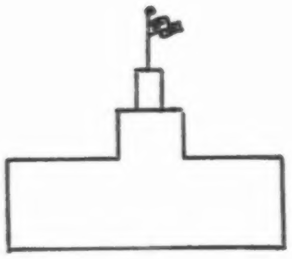
1. WHO DO YOU TRUST?



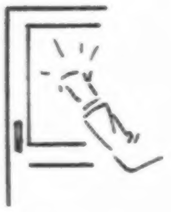
DOCTOR ☐



TV ACTOR ☐

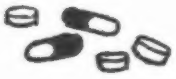


☐ DEPARTMENT OF HEALTH



☐ DOOR-TO-DOOR SALESMAN

2. WHICH WILL GIVE YOU EVERYTHING YOUR BODY NEEDS?



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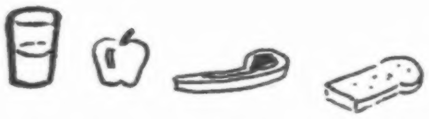
PILLS



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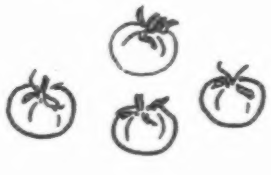
FOUR BASIC FOODS



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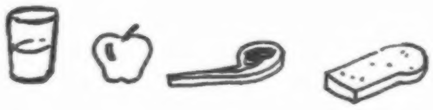
FAD DIET



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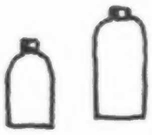
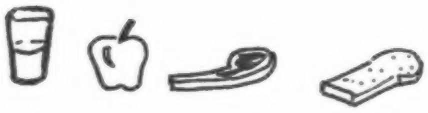
FOUR BASIC FOODS



☐

TONICS



☐

FOUR BASIC FOODS

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Student Worksheet B: *Beware*

Instructions: Read each statement carefully. Place a check in the box to the left of the phrase which best completes the statement.

1. YOU CAN GET EVERYTHING YOUR BODY NEEDS

☐ by taking a pill

☐ by eating a balanced diet

☐ by eating only special health foods

2. THE PERSON WHO WILL GIVE YOU GOOD ADVICE IF YOU THINK YOU NEED VITAMINS IS

☐ a friend

☐ a salesman

☐ a doctor

3. PEOPLE WHO WANT TO LOSE WEIGHT SHOULD ALWAYS

☐ join a dieting club

☐ see a doctor

☐ stop eating

4. THE CHIEF PURPOSE OF AN "AD" USUALLY IS TO

☐ sell a product

☐ tell people what they need to know

☐ to give reasons for and against something

5. IF YOU FEEL TIRED OR WEAK YOU SHOULD

☐ buy pills

☐ buy special foods

☐ see a doctor

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